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Extending Economic Democracy

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"Choose equality and flee greed."—Antiphon

I

Democracy is not merely a form of government; it is a way of life as well. It insists that human personality is of incomparable worth and that its highest development should be promoted by the democratic society in which it thrives. Thus democracy attempts to express the worth of the common man in its institutions—not merely the political, but also the social and economic, since if democracy is valid politically, it should be equally valid in other spheres.¹ Yet in the twentieth century, economic democracy has not been completely realized because of the changed and changing economy of the age. There is need, therefore, to examine the necessity for greater economic democracy in society after the war. The need for such action is apparent: the common man will scarcely wax enthusiastic over a form of government and a political philosophy under which economic insecurity is the order of the day.

The early nineteenth century saw the fruition of certain fundamental doctrines of the American demo-

cratic faith. Although arising from conditions largely different from those of today, these traditional doctrines have strongly influenced modern thought. The first belief is that in moral and natural law. Out of this conviction there developed a common law governing men and a reverence for law as such which profoundly affected American culture. The layman came to regard law as if it were certain and just, and he came to believe he knew, in general, which actions on his part the law would condone and which it would condemn. Law furnished the answers to questions of personal and business conduct.

The second doctrine, that of the free individual, became possible when the concept developed that civilized man is virtuous; that as man came to obey moral law he no longer needed the control of man-made law. Thus we find Emerson insisting that the less government the better, that

The antidote to this abuse of formal government is the influence of private character, the growth of the Individual. . . . To educate the wise man the State exists, and with the appearance of the wise man the State expires.²

This belief in individual liberty, which in the economic realm included a belief in laissez-faire, came

¹Harold J. Laski, "The Prospects of Democratic Government," *Bulletin of the College of William and Mary*, XXXIII, No. 4 (April, 1939), 4.

²Ralph Waldo Emerson, *Works*, Centenary Edition XI (Boston: Houghton Mifflin and Company, 1903-1904), 236.

naturally. Until the mid-nineteenth century the individual entrepreneur was symbolic of American economic enterprise. In the West there was land to be conquered and in the East an industrial and commercial order to be established by the physical strength and mental vigor of independent men. Throughout this development Americans enjoyed an extraordinary sense of security: thousands of miles of ocean guarded the young nation from physical attack, the frontier offered economic security to all able-bodied persons, and the doctrine of moral law fostered a feeling of surety. Belief in personal liberty and laissez-faire, so characteristic of nineteenth-century America, rested squarely on security.

No less important was the economic equality which accompanied security. Society was largely constituted of small independent landholders, who with their families were almost self-sufficient economic units. In the hard struggle to wrest a living from the soil, Old World pretensions of wealth and blood could hardly survive: democracy permeated every aspect of life. Indeed it may be no exaggeration to say that economic democracy engendered political democracy, that democratic procedures in economic life preceded full-blown democratic political institutions. If one considers manhood suffrage as symbolizing political democracy, as does one eminent historian, it may be said that while manhood suffrage did not even approach being universal until 1840, long before this America had become in large measure democratic economically through its small landholders.³

That acute observer of the Jacksonian period, Alexis de Tocqueville, well emphasized the significance of equality:

Amongst the novel objects that attracted my attention during my stay in the United States, nothing struck me more forcibly than the general equality of condition among the people. I readily discovered the prodigious influence which this primary fact exercises on the whole course of society; it gives a peculiar direction to public opinion, and a peculiar tenor to the laws; it imparts new maxims to the governing authorities, and peculiar habits to the governed.

I soon perceived that the influence of this fact extends far beyond the political character and the laws of the country, and that it has no less empire over civil society than over the government; it creates customs, and modifies whatever it does not produce. The more I advanced in the study of American society, the more I perceived that this equality of condition is the fundamental fact from which all others seem to be derived, and that central point at which all my observations constantly terminated.⁴

³ J. Franklin Jameson, *The American Revolution Considered As a Social Movement* (Princeton, N.J.: Princeton University Press, 1926), pp. 41-42.

Yet a third ideal arose in nineteenth century America. It was that of the mission of this country to stand as a leader among the nations because of its superior principles. Nationalism was the foundation for this feeling, nationalism based on belief in the fundamental law and in the freedom men exercised not only politically and religiously but socially and economically. This belief had the salutary effect of aiding in the unification of many diverse elements in American society, of melting and casting them into the composite American character.

II

Since the Civil War, however, the economy of the nation has changed so much that the whole economic foundation for belief in these fundamental principles has been undermined. Believers in laissez-faire assumed that individuals stimulated by selfishness would maximize the production of wealth, while competition, operating through the law of supply and demand and the resulting price system, would best distribute it.⁵ Government was only to define and protect the rights of private property and preserve order. But even from the first, practice conflicted with theory, since ten years before the official acceptance of laissez-faire in the repeal of the Corn Laws in 1846, the English government had passed the first Factory Acts for the protection of women and children.⁶ By 1930 this competition in which the Manchester school placed so much faith had been succeeded by monopolistic combinations which were unable to distribute profitably the products of mechanical efficiency.

Harold Laski has well said that to be successful, laissez-faire society must translate its success into the material welfare of the citizens.⁷ In the realm of the spirit, they must feel that they share in the mastery of their own lives.⁸ It failed to accomplish this: unordered individualism cannot produce well-ordered society. Political democracy and economic laissez-faire have been proved incompatible. One looked to a moral end: freedom for all men; the other to no end other than the accumulation of individual wealth.⁹ Only recently, coincident with expanding government controls, has business felt the necessity for providing a minimum level of economic security and of spiritual satisfaction for its workers.

Indeed, before the war, when the Institute of Pub-

⁵ Quoted in George S. Counts, *The Prospects of American Democracy* (New York: The Macmillan Company, 1939), pp. 20-21.

⁶ Carl L. Becker, "The Dilemma of Modern Democracy," *Virginia Quarterly Review*, XVII (January, 1941), 13.

⁷ *Ibid.*, XVII, 14.

⁸ Harold J. Laski "The Prospects of Democratic Government," *Bulletin of the College of William and Mary*, XXXIII, No. 4 (April, 1939), 9.

⁹ *Ibid.*, p. 9.

¹⁰ *Ibid.*, pp. 9-10.

lic Opinion named \$1560 as the minimum yearly decent standard of living for a family, the National Resources Committee reported for 1935-1936 that two-thirds of the 30,000,000 American families had incomes below this figure. Not only that, but 12,500,000, or two-fifths, had an income of less than \$1000, while 4,000,000, or three-twentieths, received less than \$500.¹⁰ Generally there were 10,000,000 persons unemployed during the decade previous to the present war. Fully one-half of the population, therefore, had in their economic status no cause for great enthusiasm for democracy. Even at the height of American prosperity in 1929 the Brookings Institution reported that of all families in the United States, 0.1 percent in the highest income brackets received about the same aggregate amount of income as 42 percent in the lowest income group.¹¹

These statements might not portend disastrous consequences were it not for the fact that the common people will no longer accept conditions of poverty in the midst of plenty. The war has demonstrated the possibilities of our productive economy. And people believe there is no longer any legitimate reason for destitution because of ineffective distribution. Moreover, they feel that government can remedy the situation if business cannot.

What is it, then, that men desire after the war? In part it is that democracy, which has proved so liberating on the political plane, be extended to the economic.¹² The problem is said to be simple: "We must produce more, share it more equitably, and in the process add to, not subtract from, the dignity of the individual."¹³ With war-developed techniques as a background, production will be no problem. But how can full employment, upon which adequate distribution is dependent, be consummated within the democratic framework? That is the ominous question.

III

There are those who say, along with the Marxists, that an aristocracy of wealth will not surrender its privileges at the ballot box, that the common man will receive his just deserts only through revolution. That the democratic process is a frail thing is evident from a retrospective glance into American history: when it was subjected to the crucial test in the mid-nineteenth century, it collapsed, plunging the nation into bloody civil war. Moreover, it has been suspended in large part during each major war the

country has fought, and in time of domestic crises it has often been limited.¹⁴

On the other hand, men may point to the triumphs of peaceful change in the advent of Jeffersonian and Jacksonian democracy.¹⁵ The American people have learned to look to peaceful change as the normal process of reform; they have seldom indicated in large numbers that they thought revolution an orthodox instrument of change. Even Marx believed that the workers might hope to achieve their ends by peaceful means in such countries as England, Holland, and the United States.¹⁶ Ours has been a history of compromises among conflicting interests: our doctrines of fundamental law, individualism, and nationalism are potentially antagonistic. If carried to the extreme, the first would lead to a denial of individual liberty, the second to anarchy and the third to totalitarianism.¹⁷ The American democratic faith is the result of their reconciliation.

The American people have learned to value the doctrine of reconciliation knowing full well the experience of peoples under dictators. Early in their history, dictatorships taught us that the sacrifice of democracy for promised economic security under totalitarianism was really the sacrifice of democracy and economic security. In place of personal liberty was substituted a subsistence standard of living plus individual and class persecution, secret and arbitrary justice, intellectual enslavement and hatred. Yet the origins of dictatorships are traceable in part to impoverished men who, with no sense of the significance of the individual within the social group, sacrificed liberty for promised security. And there is a special lesson to be drawn from the rise of Nazism, for its sources of strength were in weaknesses which existed before the war in America as well. Skepticism, indecision, indifference to unemployment, complacency of wealth, restlessness of youth: all these were with America before the war and may re-emerge at its conclusion unless we prepare now for the future.

This is not to say that economic security is the only requisite for the coming age; the most careful studies of human behavior indicate that considerations other than economic are often predominant in socially satisfactory living. But there is a minimum economic level of decent existence below which there is no place for the other satisfactions of the human spirit. When once we have established this minimum standard, we shall have laid the foundation for meaningful living, investing the phrase "a democratic society" with a new significance.

¹⁴ George S. Counts, *The Prospects of American Democracy*, p. 106.

¹⁵ *Ibid.*, p. 107.

¹⁶ *Ibid.*, p. 108.

¹⁷ Ralph Henry Gabriel, *The Course of American Democratic Thought* (New York: The Ronald Press Company, 1940), p. 418.

¹⁰ E. H. Wilkins, "Democracy Today and Tomorrow," in *Democracy is Different* (New York: Harper and Brothers, 1941), p. 216.

¹¹ Maurice Leven, Harold G. Moulton and Clark Warburton, *America's Capacity to Consume* (Washington: The Brookings Institution, 1934), p. 56.

¹² Harold J. Laski, "The Prospects of Democratic Government," *Bulletin of the College of William and Mary*, XXXIII, No. 4 (April, 1939), 9.

¹³ Norman Thomas, *We Have a Future* (Princeton, N.J.: Princeton University Press, 1939), p. 132.

Landholding and Democracy

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Few people realize from their study of history and government in the public schools that the development of a liberal manner of holding land in the United States has contributed significantly to the growth of democratic ideals and therefore to a democratic society. Unfortunately, this lack of familiarity is too common, although it is generally recognized that large areas of cheap land existed in the western United States throughout most of our history, that it did much toward relieving population pressure as a result of rapid settlement, and that many democratic ideas were developed on the frontier.

For centuries land had been held in England under a system of fee tail¹ and primogeniture.² There the device of fee tail had been legalized at least as early as 1285 in the statute, "De Donis Conditionalibus," when the great estate owners had secured that law for the purpose of keeping their property undivided for generations³ while that of primogeniture goes back into ancient history.

These arrangements with ensuing modifications were responsible for keeping intact not only an aristocratic class but also for keeping large tracts of land in the hands of a few selected families of the kingdom. Such estates could not be divided but had to descend in a specific way as determined at the time when the land came into the possession of a particular family.

Basing the holding of land, social position, and livelihood upon entailments and primogeniture can readily be judged undemocratic as no provision was made in this system in any sense for equality of opportunity. To inherit, it was necessary to be the first born male or to be a member of a certain family, characteristics determined by divine right instead of merit. This law of inheritance made it perfectly possible for the least worthy member of a family or of society to acquire great wealth while the most valuable might be left in dire poverty.

Under the rule of primogeniture, only the first son was taken care of directly and the other children were either cut off or made dependent upon their

more fortunate brother. Under a law of entailment the members of certain families were provided for; the members of other families might look forward only to lives of destitution.

Those who were born in landless families could not hope to become the possessors of landed estates, the chief form of wealth in an agrarian society, in spite of ability and efforts, for land was limited in extent and could not be alienated from its owners.⁴ In fact the law itself prevented these estates from being sold for payment of debt, including taxes. Change could come only through revolution in the system, accompanied by a modification of the law. Without this, the unfortunate were condemned to be agricultural laborers, tenants, or drifters into town.

Such was essentially the situation of most people in England during the years when the American colonies were being settled principally from that country.⁵ Naturally, many of the undemocratic features of this land law were transferred to America. Primogeniture and entails were established in New York and the Southern colonies while the giving of the Mosaic double portion to the eldest son was characteristic of New England and Pennsylvania.⁶ These arrangements flourished generally until the Revolution, although not with the vigor to which they were accustomed in England.⁷

The overthrowing of these methods of landholding and their replacement by more democratic forms were distinctly accelerated during the American Revolution.⁸ The old order began to disintegrate under the blows of the liberals of that day.⁹ Thomas Jefferson took the lead and struck a blow at "pseudo-

¹ *Ibid.*, 5-6, 165, 231.

² *Ibid.*, 5-6. The land law of England did not become democratic until the passage of the Property Acts of 1926.

³ Richard B. Morris, "Primogeniture and Entailed Estates in America," *Columbia Law Review* XXVII (1927), 24-25.

⁴ It should be distinctly understood that much land was held throughout the colonies on the basis of fee simple, or allodial tenure. Under such a system, the owner could alienate or divide his land whenever he chose. This destroyed the tendency toward large holdings as land could be sold in small parcels.

⁵ Before the outbreak of the Revolution, Pennsylvania and Maryland had abolished primogeniture and South Carolina had abolished entails. J. Franklin Jameson, *The American Revolution Considered as a Social Movement* (Princeton, 1926), p. 56. Morris says Maryland rid itself of primogeniture in 1786. Richard B. Morris, "Primogeniture and Entailed Estates," *Columbia Law Review*, XXVII (1927), 25.

⁶ J. Franklin Jameson, *The American Revolution Considered as a Social Movement*, pp. 40-72. Although the Revolution did much toward the destruction of undemocratic forms of landholding, large estates continued to exist as large parcels of Loyalist property passed into the hands of influential revolutionaries. Harry B. Yoshpe, *The Disposition of Loyalist Estates in the Southern District in the State of New York* (New York, 1939).

¹ Under a system of fee tail, land had to descend according to a specific formula. This meant that the possessor of the tract at any given time did not have complete ownership as he lacked power to alienate all or any part of it. Although this seems, at first sight, to be a disability it actually was a great advantage for the estate could not be broken. Thus, certain families were always socially and economically secure.

² Under the system of primogeniture as practised in England and in most of the colonies, the lands passed to the eldest son. If the owner had no male issue, the land went to the eldest male of the next closest branch of the family.

³ W. S. Holdsworth, *An Historical Introduction to the Land Law* (Oxford, 1927), pp. 55-56.

aristocracy" in Virginia by getting that state to destroy entails in 1776 and thus prepared the way for "an aristocracy of virtue and talent."¹⁰ Within ten years every state except two had destroyed entails. Within fifteen, all states had eliminated primogeniture and had provided for equality of inheritance. Other inequalities were removed with the result that the system of fee simple came to prevail and fee tail, primogeniture, and the Mosaic portion tended to disappear.¹¹ In regards to the territories, the Ordinances of 1785 and 1787 provided for holdings in fee simple from the national domain and thus set the policy for the newer areas whereby an individual could own his land in its entirety.¹²

As in so many other things the new legislation did not provide for small holdings at once. The change came only after years of experience. In the earlier decades, governmental policy in these matters was conservative and favored the speculator and the wealthy, for land was sold only in large plots and at unsatisfactory prices and credit terms.¹³ Democratic development came rather slowly but arrived with the Preemption Act of 1841, which gave the squatter the right to buy the land upon which he was living for the minimum auction price.¹⁴ It was carried still further by the Homestead Act of 1862 which gave outright 160 acres of land to the adult male—if he was a citizen or had declared his intention—after living on it for five years.¹⁵

So the common man after almost eight decades of struggling against conservative elements had at last triumphed. It was not to be for long, however, as the large land owner secured large areas of the national domain in opposition to the will of the

common man.¹⁶ Not until 1934 and 1935 were the remaining acres of the public domain withdrawn by President Roosevelt and Congress for the development of a conservation program, one that should benefit the nation as a whole instead of the private owners.¹⁷

These developments and trends are of the utmost significance in the history of the United States in its progress toward democracy. They have meaning, for they demonstrate that, in spite of the attempt to erect an order based on the aristocratic tradition, that order was to become democratic as a result of the growth of ideas of freedom, independence, self-reliance, and equality—concepts which in turn were nurtured by the growth of landholding principles favorable to the common man.

These developments rank high also in the building of human values. They were responsible for the growth of a system whereby many people, possessed of virtue, talent, and the energy and desire to work, could erect for themselves and their posterity a better life than that to which they seemed predestined in Europe or in the older American states of the Atlantic seaboard. No longer was it necessary to be landless, hungry, and a victim of poverty, for the enterprising individual could win for himself and family a respectable and secure place in society, one that could not be taken from them by undemocratic procedures. This was because the land law itself had now become essentially democratic, in contrast to the aristocratic structure of the land law of an earlier day, and was constructed for the preservation of holdings in fee simple.

There is here then ample evidence that a method of holding land can contribute to a democratic or an aristocratic society and that it can provide for or destroy that equality of opportunity which is the very essence of liberalism. In fact, the general aspects of this problem are so significant that they should be understood by our people if the system is to continue to exist. This understanding can best be achieved in the courses in the social studies given in our high schools. If it is not, the present system may some day be encroached upon to the great detriment of our present order of democratic landholding.

¹⁶ Robbins says that "land concentration was growing up on American soil, which if not checked would soon approach that of feudal Europe." *Ibid.*, p. 268.

¹⁷ *Ibid.*, pp. 421-423.

¹⁰ Paul Leicester Ford, *The Writings of Thomas Jefferson*, IX (New York, 1898), 427.

¹¹ J. Franklin Jameson, *The American Revolution Considered as a Social Movement*, p. 57. Richard B. Morris, "Primogeniture and Entailed Estates," *Columbia Law Review*, XXVII, 25. Entails may still exist in Maine and Massachusetts. *Ibid.*, pp. 26-27.

¹² Roy M. Robbins, *Our Landed Heritage: The Public Domain, 1776-1936* (Princeton, 1942), pp. 8-9. Henry W. Spiegel, *Land Tenure Policies at Home and Abroad* (Chapel Hill, 1941), pp. 9-10. For the complete text of the Ordinance of 1787, see *Old South Leaflets* (Boston, 1888), I, No. 13.

¹³ Roy M. Robbins, *Our Landed Heritage*, pp. 9-24. For other good accounts of the land acts see Benjamin H. Hibbard, *A History of the Public Land Policies* (New York, 1924) and Payson J. Treat, *The National Land System, 1785-1820* (New York, 1910).

¹⁴ Roy M. Robbins, *Our Landed Heritage*, p. 91.

¹⁵ *Ibid.*, p. 209.

Teach to Meet the Changes in Home Life

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It is common knowledge that we are in the throes of great and significant changes, but the deterioration of the home is usually out of the realm of our thinking. That the American family has been affected by a changing culture has been told us by sociologists for many years. In this regard it is commonly conceded that the industrial order ushered in by technology has blotted out some relationships and has eradicated many of our old customs. The factory, state, theater, church, hospital, school, and other factors have usurped many of the functions formerly performed by the family. We are led to believe that our social order and family life are as shifting as the sands. However, many writers and lecturers have carried this point to an emphasis on change which leads to exaggeration. This tends to give a false picture. Many of our laws and principles are as old as mankind and are deeply rooted in the past. This is true even in this day of accelerated change.

True, the patriarchal families of our forefathers have been replaced by a more democratic type of family. Like our form of government there is less centralization of authority, but need this be a fault? The answer to this quandary invites consideration of several aspects of our American culture. Of course, the first one which we have all highly prized when we give it thought at all is that of individuality. Our larger freedom and the independence of family members to one another have been factors contributing to the mutual respect we hold for those we love. It certainly is not a weakness in our family relationships that we are not able to indoctrinate children through careful and rigorous training as is the case in totalitarianism. The virtues which we hold dear would not thrive in such an atmosphere. We would lose the values of the American home if we disregarded the rights and essential humanity of personality.

The distinguished German psychologist, Kurt Lewin, showed the supremacy of our culture to that of Germany where institutional controls prevail. He pointed out the impressiveness, to one who comes from Germany, of the amount of freedom and independence that our children have. In 1936 Lewin said:

The natural relation of adult and child in the United States is not considered that of a superior to the subordinate but that of two individuals with the same rights in principle. The parents seem to treat the children with more respect.

Such relationships are in direct contrast to those of totalitarian states. There is no justification for tyranny and intolerance in home relations. The essential bases of unity and happiness are cooperation, love, reasonableness, and appreciation.

Yet, without proper guidance this freedom in home relations becomes a serious difficulty. This is the sort of thing that is apparent in the youth where there is no vigilance and where the parents are indifferent to its demands. Increasingly we see this in our public gatherings, including football games, parades, and the like. In Denver, as in other cities, this lack of respect of young people for their superiors is manifest. Our failure to use our new freedom safely has weakened parental authority and family loyalty. The unsettling effects of war and the lack of eternal vigilance on the part of parents have increased the delinquency of both parents and their children. One has been able to see unstable outbursts on the part of adults and children alike at various public gatherings.

Recently, too, a large body of American people have developed such attitudes as "The world owes me a living," "What does it mean to me?" "How much do I get out of it?" and the like. Such attitudes are a danger to our American ideals as is the impairment of the responsibilities of the various family members. Daily assignments of responsibility once were placed upon every family member. The tasks to be done were on a cooperative basis. It was a venture entered into by young and old until the task was completed. The replacement of home tasks by labor-saving devices and the removal of much of the work from the home changed the situation.

The lessons of cooperative labor are lost to children who have no home tasks to do. These youth expect their parents to supply their needs and fulfill their desires. Thus inevitably the stability of the home has been impaired. Much can be done by the school and church but they cannot replace the home in the training of youth. Judge Joesph E. Cook, of the criminal court of Denver, at a meeting of the University Park Men's Organization said;

One of the basic factors in the rehabilitation of young offenders is to place them where they feel they are wanted. They primarily need the love of two parents. The schools have done much, but they need the help of the constant guidance of parents who show a real love for

these youth. A good foster home is better than a discordant and broken biological one.

These ideas confirm the thesis we have made concerning the fact that home training is absolutely essential in the wholesome training of our youth.

The answer to this question then, is to equip and train parents to take care of their children. In this regard, Paul H. Landis and Judson T. Landis in their book, *Social Living*, state:

There are so many things young people might learn from books that would make for happy family life which they must now learn from tragic blundering experience that it is difficult to understand why the schools do not offer courses on marriage and the family.

Of course, sociologists and educators everywhere are beginning to say the same thing. Laymen, too, are in the same quandary. A nurse and officer at one of the Denver hospitals questioned: "Why don't the schools train young people for parenthood when there is such a need for it?" She also stated: "If people could see the many deficiencies of parents that we see, such courses would be in all the schools." Most certainly we have a definite lag in this area of thinking in our public schools. It is tragic that a need so great should find only the meager expression and thought that it does. An issue of such paramount importance should not be neglected. We must build courses in our curriculum to meet this sorely-neglected need.

The highest ethical and religious ideas find expression through the agency of the family which is our primary institution. It is so important that it has been called a "society in miniature." Children reared in an environment where they are given careful guidance by their parents, with love as their authority, will not be delinquent in conduct. However, we must emphasize again and again that this guidance technique must be attained through a process of education. It cannot become a part of a person without striving for it. It has been so throughout our history. Those who have been able to achieve adequate guidance have always had to acquire this ability from the philosophers and teachers of their time.

Young people should be taught the principles of guidance which will make it possible for them to help build a solidarity in their own homes. Where this is not done unstable homes are too often the result. Weak family loyalty and delinquent parents in times of peace give rise to the problem of juvenile delinquency in wartime. Unwholesome and hypocritical homes often pose as ones of high social standards, but according to the conduct of the child, underlying conflicts and antagonisms hidden from general view abound. Children from religious homes, who are taught love and loyalty by understanding, patient, tolerant and respectful parents will be able to face the greatest tests. Should we not then give more consideration to a problem so basic to our lives?

The Union of Soviet Socialist Republics

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Russia, officially the Union of Soviet Socialist Republics, in terms of land area is the largest country in the world. So great is the area of this nation, which extends from Europe to the Far East and embodies 8,350,000 square miles, that as night falls in Kiev, the sun is rising in Vladivostok.

To travel across Russia from Leningrad to Vladivostok by the Trans-Siberian Express takes nine and one-half days. In terms of distance, it is the equivalent of a trip from London to San Francisco.

Soviet Asia alone is larger than the United States, Mexico, and Canada, excluding the Canadian Northwest Territory, combined; it is sixty times larger than Italy and thirty-five times larger than Germany.

Within its confines live 170,000,000 people representing 189 races of people. Approximately 75 per cent of these are Slavs. The Great Russians are by far the largest of the Slavic group and number 100,000,000. The White Russians, perhaps the closest to the original Slav stock and inhabitants

of the age-old invasion route to Moscow total 10,000,000, with 35,000,000 Little Russians or Ukrainians, fathers of the Cossacks, world famous horsemen, constituting the remainder. The 25 per cent non-Slavic group are predominantly of Persian, Turk, and Mongoloid descent.

HISTORY

Russian history is perhaps best recalled by reference to the individuals who made it. The names of Ivan the Terrible, Catherine the Great, Alexander I, and Nicholas II linger with us while the fact that Russia began as a series of Slavic principalities during the ninth century, will be recalled by few persons.

The Russian principalities, overrun in the first half of the thirteenth century by innumerable hordes of Tartar horsemen, became subjugated to Tartar khans. For more than one hundred years the khans ruled in an absolute and complete fashion requiring Russian princes to pay tribute at frequent intervals.

The domination of the Tartars laid the groundwork for two distinct features of the Empire in the centuries to come: namely, serfdom and autocracy.

Their control of the vast territory of Russia cracked in 1476 when Tsar Ivan III refused to heed a summons to present himself at the Tartar Court; and when the Tartar khan was unable to apply force, the subjugation cracked under its own weight. Tsar Ivan IV, in 1566, stormed and captured the Tartar stronghold of Kazan and ended for all time this domination

the lowest possible standard of living, the peasant found himself in an intolerable condition of servitude. The oppression eventually erupted; in 1917, the system under which Russia operated ended for all time.

Peter the Great gained the throne in 1682 and during his reign, which lasted until 1721, certain improvements were initiated. Engrossed with the belief that Russia should be westernized, Peter laid the foundation for many reforms; and although some



CENTRAL RED ARMY THEATER, MOSCOW

Courtesy Sovfoto

of the Russian people. Known in history as Ivan the Terrible, he executed countless thousands, burned, and looted in a manner comparable to that of the cruellest Roman tyrants of centuries previous.

Ivan the Terrible's bands of retainers roamed the countryside almost at will and under the protection of the Tsar built in many respects the autocratic basis of the Russian state. Under Ivan, the Empire began its push eastward and its conquest and colonizations remained unchecked until stopped by Japan in a struggle between the two powers in 1904-1905.

During the seventeenth century, serfdom became final in Russia and the serf in reality became a slave since by law he could be sold apart from the land. Oppressed, deprived of his rights, and living under

actually were put into effect, time proved them shallow.

The new capitol at St. Petersburg was constructed during his regime, the Russian Academy of Sciences was established, printing was encouraged, and numerous reforms begun. Despite the signs of improvement, corruption remained prevalent and the masses continued in bondage.

The next important ruler after Peter the Great was Catherine II. Catherine, originally a princess of a petty German state, gained control of the Russian throne by thrusting aside her husband, Peter III. Under her rule, Russia greatly expanded. The Crimea, part of Poland, and the rich southern provinces inhabited by the Ukrainians were annexed. In

1773 a peasant revolt led by Emilian Pugachev threatened to bring about the disintegration of the Tsarist Empire but Russian troops defeated him and Pugachev, often referred to as the last of the Russian jacqueries, was executed in 1775.

The succession of Tsarist leaders continued unabated until the arrival and departure of Nicholas II whose reign from 1894 to 1917 terminated the rule of the Romanoffs. Wars, strikes, assassinations, demonstrations, and disorders characterized his regime.

During 1904-1905 Japan and Russia engaged in a titanic struggle which began on the night of February 8, 1904. Without warning, the Japanese fleet attacked the Russian battle fleet at Port Arthur and badly damaged not only the fleet but harbor and coastal fortifications. Two days later, on February 10, Japan officially declared war. Russia, confident her large army had the necessary power and equipment to crush the Nipponese, welcomed the war; three months later her war machine and machinery had clogged and despair prevailed throughout the land.

Russian corruption, failure of troops to recognize the principles for which they fought, and disease resulted in one defeat after another for Russian arms. On September 5, 1905, Russia accepted the mediation offered by President Theodore Roosevelt and signed the documents of capitulation at Portsmouth, New Hampshire. The nation ceded to Japan South Saghalien, Port Arthur, a half interest in the Manchurian Railroad; she evacuated Manchuria and terminated all activity in Korea, which was subsequently occupied by the Japanese in 1910.

Previously, on January 22, 1905, a great throng of St. Petersburg workers had marched to the Tsar's palace to request relief from depressing working conditions. Met by a volley of fire from troops of the Tsar, more than 1500 of the marchers were killed and wounded. This day, remembered in Russian history as "Bloody Sunday," caused serious repercussions throughout the country and provided a firm foundation for later explosive demonstrations.

The year 1917 proved an eventful one in the history of the Russian Empire. The abdication of the Tsar on March 12, 1917, largely brought about by failure of Russian armies in World War I and uprisings at home, set the stage for the introduction of a new government although a period of unrest and confusion was to follow. During the spring and summer of 1917 conditions in Russia, to say the least, were unsettled. By fall, however, the Bolshevik Party, under Lenin, had assumed control although during the next several years the Soviet Government struggled against both domestic and foreign elements before its position finally became stabilized.

On July 17, 1918, the Tsar, the Tsarina, their children, and a few personal attendants were executed

at Ekaterinburg in the Urals, thereby ending plans to hold a public trial of the Tsar with Trotzky as the state's accuser.

The government of the Union of Soviet Socialist Republics is today complex. Soviet is an old Russian word meaning "council" and upon the council system the present government is built. At the base of the governmental structure are 70,000 local Soviets and at the zenith the Supreme Soviet from which all subordinate groups derive their authority.

The Supreme Soviet assembles twice a year, unless especially convened, and consists of 1,298 members. The deputies are leaders from each district of Russia and are not professional politicians but men dependent for their livelihood upon their everyday occupation. Elected for a period of four years, the deputies are divided into two chambers: the Council of the Union which has 621 members, and the Council of Nationalities with 677 deputies.

At the base of the structure are the 70,000 local Soviets, then the councils of the county, followed by the councils of regions, provinces, territories, and finally the Soviets of the sixteen republics which rank immediately below the Supreme Soviet.

During the time the Supreme Soviet is not in session, its work is carried out by the Executive Committee (Presidium) which consists of forty-two members. Tremendous power is focused in this Executive Council. The chief administrative group set up by the Supreme Soviet is the Council of People's Commissars (Sovnarkom) which is composed of forty-three commissars.

CLIMATE

In many respects, the climate of the Soviet Union is as varied as the customs of its numerous inhabitants. In other respects, there are certain similar characteristics. Lack of rainfall is perhaps most common and is the source of many crop failures.

While precipitation is limited in most areas, it occurs at a time when most needed. Yet, Russia receives little benefit insofar as rainfall is concerned from the oceans it borders. Encompassing almost a sixth of the land area of the world, the great oceanic bodies are too distant to lend aid to the Soviet agricultural system in the form of rainfall. The Pacific Ocean is several thousand miles from the best agricultural lands, the Arctic is ice bound throughout most of the year, and the Indian Ocean is shut off by mountain barriers and great distances. Thus the Atlantic provides much of the precipitation for the Soviet Union but at its best scarcely more than twenty inches of rain are received even in the districts of heaviest rains.

The temperature range within the Soviet Union is great but may be readily understood when considered in terms of the size of the country. Within

the nation, winter is perhaps the predominant season of the year except in the most southerly sections of the country, notably the Ukraine. The Siberian winters because of their duration and intensity are world-known and even in Soviet Europe only about half of the days of the year are frost-free.

The long winters, if they may be termed that, leave their imprint upon the Soviet economic system. Activity is restricted because of shorter periods of daylight and cold weather likewise reduces outdoor

which probably has no precedent in world history. Movement of entire industries from European Russia to the Urals and beyond has placed the Soviet manufacturing machine beyond the grasp of the Nazi, although the dislocation has impeded its full development. Deficiencies have, however, been made up by Great Britain and the United States, both of which have poured millions and millions of dollars worth of Lend-Lease equipment into the country.

All important industry in Russia is today state



A SOVIET HARVESTER IN THE UKRAINE

Courtesy Sorfoto

activity. Transportation is hindered and in the regions, particularly to the east, where the snowfall is heavy, highway travel is considerably curtailed.

As one travels to the east, temperature variations increase until one reaches Verkhoyansk where a maximum low of almost one hundred degrees below Fahrenheit has been recorded in January as against a maximum of ninety-five degrees above (Fahrenheit) in July within the same region.

INDUSTRY

Soviet Russia, since June 22, 1941 when attacked by Germany, has undergone an industrial upheaval

controlled. Almost all of the 61,000 large scale industries are aligned under forty-three commissariats. Each industry is further subdivided into so-called "administrations."

The heavy industries of Russia are divided into thirty-three administrations such as coal, oil, power, and machinery. The light industries include glass, textiles, and shoes and boots.

On the administrators of the commissariats fall tremendous responsibilities. In many respects their position is analogous to that of a member of the board of directors of any large American corporation. The administrators are responsible for the outlining of

general policies, for the determination of wage scales, and the appointment of the managers of several hundred trusts and combines.

In the days of the Tsar, industry, both heavy and light, concentrated largely about Moscow and St. Petersburg and in the Ukraine. The proximity to markets, the availability of skilled labor, and nearness to railroads contributed to this concentration. About ninety per cent of all industry could be found within five hundred miles of the Polish-Russian border.

The Soviets began at the conclusion of World War I, to decentralize this industry in order to develop backward regions and peoples. They located their manufacturing plants as close as possible to the source of raw material and power, and sought to have their manufacturing strategically decentralized in the event of war.

Since the first decade of the twentieth century, Soviet Russia has made considerable progress in industrialization. Charting the nation's activity is the all-Union Planning Commission (Gosplan) which drafted the five-year plans for 1928-1932, 1933-1937, and 1937-1942.

The Soviet Union possesses the basic materials or resources essential for industrialization. Oil, coal, iron ore, and water power are available in abundant quantities. The Donets-Kharkov-Nikolaevsk region, prior to the outbreak of German-Russian hostilities, was the predominant manufacturing area of Soviet Russia but having been a scene of battle and a victim of the scorched earth policy, much of this territory now lies idle.

In transport facilities, Russia ranks behind the United States but relies heavily upon her waterways to make up the deficiencies in rail trackage. In 1938, railroads in the Soviet Union totaled 52,700 miles with a major portion of the mileage located in Moscow and Leningrad and Donets Coal Basin areas. Its trackage, however is only about one-fifth of that of the United States.

Navigable waterways, used before the construction of rail facilities, exceed the railroads in mileage but carry only one-sixteenth the metric ton-miles of freight that railroads haul. The Soviet Union's great inland waterway is the Volga, and upon its broad expanse is hauled approximately one-half of the twenty-five billion metric ton-miles of freight which is transported each year by water.

Industrialization has been handicapped by an inadequate highway transportation system which consists of 840,000 miles, of which only 60,000 are suitable and surfaced for heavy motor transport.

In terms of industrial indices, Russia made rapid strides between 1914 and 1940. If the industrial index for 1913 were 100, it is estimated that by 1939 this percentage had increased to approximately 925. In the production of tractors, trucks, and oil, Russia

led all the countries of Europe by 1940.

A large portion of Soviet Russia's industrial power is located in the mineral-bearing regions of the Ural Mountains, much of it evacuated from the Ukraine. Within four weeks after the German attack on Russia in June 1941, the evacuation of Ukrainian industry was under way. Eastward went the Kiev machine shops, the Kharkov turbine and the electrical equipment appliance mills and the Dnepropetrovsk steel works. In many respects, the mass movement was without precedent.

AGRICULTURE

The Soviet Union is indeed a land of contrasts and paradoxes. It is a land where highway transport has not been fully developed, yet it is possible to travel by modern airplane from one end of the country to the other. The situation is much the same in agriculture. In some sections of the Soviet Union, outmoded agricultural methods are employed; whereas, in other sections, modern machinery and cultivation methods will be found.

The best agricultural lands of the Soviet Union are located between the Polish border and the Ural Mountains. Within this region, wheat and rye are by far the most important crops; and, in the production of barley, oats, sugar beets, and flax, the Soviet Union, at least until the outbreak of war, led the world.

Soviet agriculture has been largely taken over by the state and two primary types of agricultural units have been organized. These are the state operated farms and the collectives. On the state operated farms the agriculturists are paid in money for services rendered while on the collective farms the workers receive a share of the production at harvesting time.

Owned and operated by the government are the sovkhozes, some of which originally encompassed many thousands of acres. Time proved these uneconomical and each large unit was broken up into several smaller ones. The sovkhozes are supervised by the Commissariat of Grain and Livestock Farms, although some are under the jurisdiction of the Commissariats of Agriculture and Food. Under the Commissariats are organized trusts or combines for grain, sugar, tea, and other products so that there is a grouping or "over-all" supervision of the farms or organizations producing particular types of produce.

The kolhozes are by far the more important units within the Soviet agricultural system. A kolhoze might be defined as a cooperative self-governing association of farmers who, after certain taxes are levied against them, receive the products they produce. There are, however, various types of kolhozes which range all the way from the partnership, the *tovarischestvo*, in which only the land is plowed and

cultivated in common, to the commune in which everything except a few personal possessions is socialized.

During the last two decades, modern agricultural machines have been introduced into the Soviet economy and more intensive methods of production with better crop rotation developed. Nevertheless, erratic and inadequate rainfall has produced hardships and as late as 1933 the Soviet Union suffered from a shortage of food.

In addition to the grains which are the great basic crops of the Soviet agricultural economy, many specialized crops receive attention. Cotton, an important war commodity and formerly cultivated in the central portion of the Soviet Union, is now produced in many sections of the country. The American built Rust cotton picker can be found in use.

Sugar beets, flax, citrus foods, and other commodities are produced in various localities where climate permits. Probably there is no other country in the world where climate and temperature vary so much for at Verkhoyansk a temperature of nearly 100 degrees below zero Fahrenheit has been recorded and in desert areas of the Soviet Union 130 degrees Fahrenheit is not unusual.

During the past four years, much of Russia's best farming lands have been ruined by the ravages of war. In many instances, particularly during 1942 and 1943, the Russian people, themselves, deliberately applied the torch to crops, farm buildings, and farming machinery to prevent the Nazi from utilizing them. Because of this and because the Germans hit at the Ukraine, the Soviet "bread-basket," disruption of agricultural production might be termed "colossal."

Foreign trade in agricultural products has never been large. The Soviet Union's greatest handicap is its lack of seaports, for it is barred by nature from the important oceans. While having the longest coastline of any country in the world, it has the most useless for the oceans to which the ships of this nation have access are either frozen most of the year or landlocked.

Another factor limiting agricultural exports has been Russia's policy of extreme nationalism plus the fact that foodstuffs are and have been urgently needed at home. Between 1918 and 1941, a period of approximately twenty-five years, the Soviet Union cut itself off as far as possible from the outside in order to develop its economy and in doing so limited trade to the essentials necessary for the expansion of the industries of the country at the expense of commerce and agriculture.

RESOURCES

The Union of Soviet Socialist Republics has been endowed by nature with extensive mineral deposits and within its boundaries are found the minerals

essentials for an industrial economy. The country is rich in iron ore, coal, oil, copper, zinc, lead, potassium, aluminum, and phosphate.

Much mineral wealth is centered in the Ural Mountains, a region of thick forests where the highest peak rises to 5,600 feet. The Donets Coal Basin, often referred to as Donbas, and the Kiznets Basin, Kuzbas, are the principal coal regions of Russia. Known reserves are estimated to be 1,650,000,000,000 tons which places the Soviet Union only behind the United States in coal reserves. The fields are well distributed throughout the nation which considerably simplifies the transportation problem.

Russia possesses another great source of power which is developed from the rivers and swiftly flowing streams. The great water power of the Soviet Union when transported becomes hydroelectricity and the nation owned Europe's largest hydroelectric plant on the Dnieper River until it was blown up by the retreating Russians in 1942 to prevent the Germans from using its facilities. Greatest from the viewpoint of hydroelectric potential is the Lena River system; but it, like many of the other great rivers, is located far from the industries which might utilize its power.

In the production of oil, the Soviet Union is second only to the United States and may equal the latter in reserves. The best oil fields of Russia are located from the Caucasus Mountains to the Urals with the city of Baku forming the hub about which this important industry revolves. At Maikop and Grozny important production units of the Soviet oil industry are found along the northern fringe of the Caucasus Mountains and because natural gas in large quantities is found here, the Grozny region is a strategic area from a manufacturing and commercial viewpoint.

The mineral basis for important manufacture, iron ore, is found in many localities. In the Ural Mountains there are great deposits of this important metal which have been worked since the reign of Peter the Great. At Krivoi Rog is mined the highest grade of Soviet iron ore and it in many respects equals the best produced in the Great Lakes region of the United States.

Under the guidance of the Central Institute of Geology and Prospecting, deposits of manganese, copper, lead, zinc, and nickel have been staked out and production is now at varying stages depending largely upon the importance of the metal as an industrial commodity and its essentialness in an economy geared to war.

SOVIETS IN ASIA

The Soviet government today holds the key to Asia. Occupying one-half the Asiatic continent, the Soviets are in a commanding position and are feared

particularly by the Japanese.

Soviet Asia may be divided into four geographical zones and before the outbreak of the Second World War approximately 42,000,000 people inhabited these regions. The zones are: (1) The Urals and Western Siberia; (2) The Arctic; (3) Kazakhstan and Central Asia; (4) The Far East.

Much of Soviet Asia is uninhabitable and the population per square mile is about six as compared to forty-two to the square mile in the United States.

Geographically and climatically, Soviet Asia is unique. Most of the important streams flow toward the Arctic Ocean; and in central Soviet Asia is found Lake Baikal which is 375 miles long and twenty to forty miles wide. Geologists believe that this giant lake was originally connected with the Arctic Ocean. Of even greater interest is the fact that three hundred rivers and streams flow into Lake Baikal but only one, the river Angara, flows out. The Angara rushes from Lake Baikal with such speed that it remains frozen for only two or three months during the long Siberian winter.

The Soviet Far East jutting like a dagger at the Island Empire of Japan borders on three seas, the Bering, the Okhotsk, and the Japan. Russia's Kamchatka Peninsula reaches to within a few miles of Japan's strategically important Kuriles Islands and along the Ussuri and Amur Rivers borders Japanese Manchukuo.

Vladivostok is perhaps the center of Soviet activities in the Far East and while the civilian population of this geographic region is some six million, Soviet troops are stationed in this area and these forces are estimated to be considerable.

The successes of the Soviet armies in the European theater of war have conclusively proved that the nation has made rapid strides industrially and militarily within the past twenty years. Today, the Soviets occupy an important position in the Council of the United Nations and along with England, France, China, and the United States will influence the trend of world events in years to come. With Russians on the road to Berlin, the question concerning Soviet intentions in the Far Eastern War still remains unsettled.

Occupational Guidance in the Junior High School

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If the junior high school accepts for its function the meeting of pupil needs in such a way as to develop the characteristics of behavior essential for effective citizenship in a democracy, provision must be made in the curriculum for meeting needs in the area of economic relationships. One of the most strongly felt needs of junior high school pupils in this area is the need for occupational guidance. As boys and girls near completion of the junior high school, most of them begin to think quite seriously about a vocation. A few have definitely selected a vocation but most are still uncertain. As the time to enter senior high school approaches, most pupils are concerned about what courses they shall take in high school. If the selection of high school courses is not to be haphazard, it should be preceded by careful vocational guidance.

Occupational guidance in the junior high school should help the pupil attain an understanding of occupational trends in the United States, appreciate the value and importance of every sort of work to human welfare, analyze the qualifications necessary for success in various occupational fields, become aware of his individual interests, abilities, and

potentialities, tentatively select a vocational area, experiment in various areas to test his choice, and plan a program which will prepare him for efficiency in the selected area.

A unit on occupations, given near the end of the junior high school period and followed by pre-registration for high school, assures that all pupils secure essential occupational information and plan their high school courses with vocational ends in mind. Such a unit is offered during the last twelve weeks of the ninth grade at Theodore Roosevelt Junior High School in Eugene, Oregon.

A background for understanding occupational trends is secured by studying how work has changed to meet the needs of society. Topics studied include how work was done before the Industrial Revolution, changes brought about by the Industrial Revolution, types of work in the United States at present, and changes which are taking place in occupations. What factors to consider in choosing a vocation, ways of determining personal qualifications, characteristics of work in various occupational areas, and ways of preparing for vocations are also considered in the unit.

A variety of experiences are used to develop the

desired understanding and provide essential information. Much information is secured and thinking stimulated from viewing such films as *Finding Your Life Work*, *Twenty-Four Jobs*, the Erpi films on occupations, and *Your Life* series by Vocational Guidance Films, Inc. Pupils secure information on occupational trends, fields of work, and factors to consider in selecting a vocation by reading the sections on occupations in general texts on citizenship as well as special books devoted to vocations.

A considerable amount of occupational information is secured by each pupil selecting an occupational area for special study. Pupils working on the same area work as a committee and make a committee report to the class on that field of work. Activities engaged in by pupils in this study include reading from general references, interviewing people who are engaged in this field of work, listening to speakers, reading of biographies of people who are outstanding in the field, visiting places where work in the field may be observed, and viewing films dealing with specific vocations in the field. Committees report their findings to the class by means of a panel discussion or a broadcast over the school's public address system, supplemented by a carefully prepared booklet. It is often possible to secure good speakers from the community on occupational areas in which there is considerable interest. Individual pupils give special reports on specific occupations in which they are especially interested.

Before pupils make a tentative selection of an occupation, the class makes a list of factors to consider in choosing a vocation. Each pupil then makes a list of the personal qualifications required in the vocational areas in which he is interested, fills out self-analysis scales which indicate personality characteristics, physical fitness, and health habits, lists school subjects in which he does especially good work, and thus determines whether he possesses the personal qualifications required. An interest index is used to determine general patterns of interest. Often it is possible to get the classification officer from a large industry or a vocational school to explain the use that industry makes of aptitude and intelligence tests and demonstrate various types of aptitude tests. A representative from the United States Employment Service can usually be secured to

talk to the class on personal requirements for various types of work.

In addition to securing information about the nature of work in several occupational areas and the personal qualifications required, pupils find out what training is necessary for various jobs in the occupational area in which they are interested, where the required training can be secured, the length of time required for training, and the cost. They also find out what job experiences can be had in part-time work or during vacation to give them experience in areas of their choice. Methods of securing part-time and vacation jobs are discussed and the school work coordinator explains work permits, apprenticeship possibilities, and the services of the junior employment service.

As a culminating activity the principals of the senior high schools explain the courses offered in their schools and pupils tentatively plan their high school programs in the light of their vocational interests and abilities.

Throughout the unit, emphasis is placed upon broad occupational fields rather than upon specific vocations. Even the pupils who have definitely selected a specific occupation are encouraged to study related fields to find out what other possibilities there are in fields in which they are interested in case they do not have the personal qualifications or are unable to secure the training for the selected occupation.

The development such a unit takes is greatly influenced by the trend of the times. Recently there has been much greater interest in mechanical trades and other fields of work which contribute to the war effort than ever before. Pupils show much interest in the pre-induction training offered in the senior high school and have gained an understanding of its purpose. While interest in, and preparation for war-time occupations is essential, it is also important that pupils in junior high school look forward beyond the war and make some plans for life-time occupations, realizing that while the post-war period may bring many changes in industry, there will always be fields of work in which their special abilities will be useful, and that often there can be a close relationship between the job that must be done to further the war effort and the occupation that will be followed after the war.

Revised Historical Viewpoints

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PENNSYLVANIA-VIRGINIA FUR TRADE RIVALRY¹

The cis-Appalachian colonial fur trade was regulated within the boundaries of each colony by its government. Such regulation was dictated by reasons of security, political prestige, and the need for revenue from inter-colonial trade. Friction among the colonies developed early, amounting at times to sharp clashes. Both increased particularly between Pennsylvanians and Virginians, once the traders crossed the Appalachians in the early eighteenth century.

At first, traders from New York, Maryland, and the Carolinas engaged in, and against this Quaker-"Old Dominion" competition. French and British traders did the same. There were some early Virginian-Pennsylvanian attempts at cooperation against the French on the Ohio, although the Virginian legislature did not approve. In 1748, at Logstown, near the forks of the Ohio they conducted cooperative negotiations with the Indians for the opening of the Ohio trade. One-fifth of the presents given the Indians were contributed by the unilateral action of the Virginian Governor Gooch; the rest were given by the Pennsylvania legislature. This cooperation only allayed for a time their competitive rivalry. Each of these two colonies sought to engross the trade for itself.

Pennsylvania was in a more advantageous position, as it had a shorter and better route to the West. Thus its traders could sell their manufactured wares cheaper. Partly in retaliation some Virginia traders aided in forming the Ohio Company, in petitioning the king for a license to trade, and for a grant of 500,000 acres on the Ohio. Once granted the Ohio Company sent Christopher Gist to the Ohio Valley to survey sites suitable for fur posts. Agents were sent among the Indians to assure them of better prices than their competitors offered. Virginia corporate enterprise was pitted against that of the individual packhorsemen of Pennsylvania.

The latter turned to propaganda, informing the Indians that a road to be built by the Ohio Company would be an avenue of invasion to the Catawbas and that the company would soon engross their ancestral lands. Soon an Ohio Company warehouse was robbed and one employee killed. The Pennsylvania traders now resorted to government aid. They were assisted when Governor Lewis rejected Virginia claims for redress for this attack and, in 1750, when the government sent Lewis Evans, ostensibly as a private trader,

to the Ohio Valley to spy upon the company's activities there. In the same year Pennsylvania made an alliance with the Miami Indians. Later the trans-Allegheny tribes appealed to Pennsylvania to build a fort at the forks of the Ohio to protect them from the French. The project fell through, however, owing to the opposition of the Quakers in the Pennsylvania Assembly.

The Ohio tribes then appealed to Virginia in 1752 to erect such forts. The French captured traders and supply-houses, causing traders from both colonies to flee eastward. In 1754 a French force captured the partly completed fort at the forks of the Ohio. These disasters brought inter-colony cooperation to an end. Ill-feeling was renewed over Braddock's expedition in 1755 when his troops landed in Virginia and operated out of Willis Creek (Cumberland, Maryland) rather than at Philadelphia and from a Pennsylvania base. Then, too, Washington of the Ohio Company was chief aide to Braddock. With the latter's defeat the hopes of the Ohio Company fell, while later—in 1758—those of Pennsylvania rose when General Forbes chose an all-Pennsylvania route for his attack on Fort Duquesne. With his victory the French competition was removed, and as New York, Maryland and Carolina traders had ceased to play important roles the stage was now set for a sole Quaker-"Old Dominion" conflict to control the Ohio fur trade. The initial advantage lay with the former since the seven year temporary land grant of the Ohio Company had terminated.

Both colonies now sought to establish their sole civil jurisdiction over the Fort Pitt area. In 1757 Virginia created a public agency to operate the fur trade within its borders, creating a board of five public officials and a capital fund of £5,000 drawn from the colony's treasury. Eventually its operations were to extend to the Indians on the Ohio. Shortly, when a Cherokee war broke out, the Virginia Assembly dissolved the fur company. Individual traders then proceeded to Fort Pitt but obtained little of the peltry trade.

In 1758 Pennsylvania resorted to similar government intervention forbidding individual trade west of the Alleghenies and instead placed all transmontane trade under the jurisdiction of a board of nine commissioners who, at designated posts, were to distribute to the Indians presents purchased with government funds. Profits were to be used to maintain missionaries and teachers among the Indians. The project failed as no missionaries were provided and profits were too small in any case. The fur trade soon increased to pre-1756 levels but it was appro-

¹ W. Neil Franklin, "Pennsylvania-Virginia Rivalry for the Indian Trade of the Ohio Valley," *Mississippi Valley Historical Review*, XX (March, 1934), 463-480.

priated by individual Pennsylvanians and firms such as those of Trent, Simons, Franks, and Levy of Philadelphia and not by the government posts. The latter were abandoned after Pontiac's Conspiracy. His war was equally destructive to the interests of private and public trade. Over one hundred Pennsylvanians were killed or captured and large supplies of merchandise were captured as later claims of £80,000 damages reveal.

Virginian traders on a smaller scale also suffered from Pontiac's uprising. The earlier government fur post project was revived, but without any intent to extend its operations to the Ohio. Later, this law was vetoed by the Crown as a monopoly. In 1764, when the Ohio Indians were defeated, private Virginian traders acquired most of the Ohio fur trade. This was on a small scale as indicated by the Indians' appeal to Washington on his visit to them in 1770 for an increase of Virginia's trade.

In 1765 Pennsylvania threw open the western trade to any individual who applied for a license. Traders soon began operations at Fort Pitt and beyond, especially to the north. Organized Pennsylvanian companies now entered the field in rivalry with each other and the individual traders. The firm of Baynton, Wharton and Morgan and that of David Franks and Company were the chief of these. However, large profits were not obtained since the Indians constantly attacked the trains of the merchants, partly because of irritations over the parsimonious Imperial policy in bestowing gifts, and partly because of the misconduct of the traders. The competition among the merchants delimited profits while the hampering activities of Virginian traders also lessened them. Much profit went to French traders operating from cis-Mississippi bases eastward to the Ohio who undersold the colonial traders by as much as 30 per cent. The prosperity Philadelphia had gained in the fur trade also declined as traders turned to new routes down the Mississippi to send furs to the world market.

In 1774 Fort Pitt was seized by eighty militiamen under John Connolly operating under a commission from the governor of Virginia who claimed jurisdiction under a broad interpretation of the Virginia charter of 1609. The firm of Franks and Campbell now engrossed the trade, aided allegedly by a deal with Connolly who levied the regular Virginia duty of four pence on each pelt and roughly handled all objectors. The Virginia governor defended Connolly's acts as defenses against the Pennsylvanians who he claimed had incited the Indians to raid Virginian fur posts and packhorse trains. When the war broke out in 1775 Connolly and Governor Dunmore of Virginia endeavored to place western Pennsylvania completely under Imperial control and oust rebellious Virginians. This effort failed as

Connolly was seized and imprisoned as an enemy to the Patriot cause. During the war Virginia engrossed the trade but in 1782 the old conflict disappeared. A new boundary line gave Fort Pitt to Pennsylvania and the fur trade in this area died out in the face of increasing farms and settlers. Time and other factors liquidated equally the dreams of Pennsylvanians and Virginians of a monopoly of the fur trade.

THE CANADIAN-AMERICAN FUR TRADE²

The early North American fur trade developed along the St. Lawrence Valley and the short rivers draining from the Appalachian range. Good communications to the coast and large profits owing to great European demand led to an early depletion of the fur trade in the eastern section of North America. These profits were easily transferred and invested in other commercial enterprises, especially shipping since there were no well-vested interests to oppose their entrance.

With the elimination of Dutch control from the Hudson Valley in 1664, and the French from Hudson Bay and Nova Scotia by the Treaty of Utrecht in 1713 the English expanded their shipping trade, especially to the French West Indies, and their shipping and fishing in New England waters. This expansion gave them a commercial base especially at New York to expand their fur trade in western New York and beyond to the Great Lakes region. The English with eastern Atlantic seaboard bases were able to dominate even the French West Indies and secure the cheap and abundant supplies of sugar, molasses and rum necessary for the fur trade with the Indians.

Restrictions on colonial trade with the French West Indies after 1733, the enlargement of British control of the St. Lawrence drainage basin through the Quebec Act of 1774, and the disturbances of the Revolution, drove traders from Albany to Montreal and gave English traders there a monopoly of the fur trade. By 1778 Montreal English traders had penetrated as far west as the Athabasca and opened the trade to the Mackenzie River drainage basin. At this time there was organized the Northwest Company, the first organization on a continental scale. After 1783 this company expanded into the Upper Mississippi Valley but the decline of the Southwest trade and American control of the Northwest Territory through the Jay Treaty of 1795 led to the withdrawal of the traders to Montreal. In 1804 this company united with its chief competitor, the New Northwest Company, or XY company. This enlargement required and permitted expansion under Fraser and Thompson to the Pacific Coast drainage basin.

² Harold A. Innis, "Interrelations Between the Fur Trade of Canada and the United States," *Mississippi Valley Historical Review*, XX (December, 1933) 321-332.

New England shippers had earlier penetrated to the Pacific and developed trade there, especially the sea otter trade. John Jacob Astor endeavored to link up the internal Mississippi Valley trade with that of the Pacific but was defeated by the domination of the Northwest Company in the Pacific trade. Instead, Astor was forced to concentrate on the Great Lakes trade creating the American Fur Company for its exploitation. The Louisiana Purchase and the development of the Missouri trade plus the exclusion by the law of 1815 of British traders from American territory facilitated the growth of Astor's project.

In 1821 the Northwest Company and the Hudson's Bay Company amalgamated and gave ascendancy to the Hudson Bay route in place of the St Lawrence route to the Pacific. This new corporation checked American expansion. It however made neutrality agreements with Astor for handling competitive trade along the border. Thereafter the Hudson's Bay Company declined in importance as private traders began to use the steamboat, especially

on the Red River, and as it withdrew from the Columbia basin after the Oregon Compromise of 1846. It then sold its territory to Canada. Its decline was hastened by the London organization of various firms to handle the furs of large numbers of private traders and by the competition of the Lampson firm. Lampson made working agreements with the Hudson's Bay Company and later (1863-1871) became its deputy governor. The company lost out in competition with the Grand Trunk interests and by its sale of Prince Rupert's Land to Canada in 1869. At present the Hudson's Bay Company is in financial difficulties because of the expansion of its competitors through increased railroad facilities, the extension of American whalers into the Arctic fur trade, and speculation encouraged by American finance.

In general, the fur trade in Canada assumed somewhat of a permanent character while in the United States, owing to rapid westward settlement, it was but transient.

Universities of French-Speaking Switzerland

EDUARD FUETER

Official Information Bureau of Switzerland, New York City

For its size French-speaking Switzerland is richer in universities than any other part of the world. Here, within short distances, one encounters the bi-lingual University of Fribourg, with lectures both in German and in French, and also the all-French speaking universities of Geneva, Lausanne and Neuchâtel. A casual observer may find it curious that four institutions of higher learning are so closely grouped together in this part of the country, while German-speaking Switzerland, comprising almost two-thirds of the entire population, has only three universities, respectively located at Basle, Berne, and Zurich.

From an economic standpoint a concentration of the universities of Switzerland's southwest may often have appeared desirable. Financial worries are not unknown to them, but it is a matter of pride with the cantons of Geneva, Vaud, Neuchâtel, and Fribourg to maintain their own institutions of higher learning and thus to participate in the intellectual life of the German-speaking part of the Confederation and in its teachings and research on an equal basis. They reason that because their territorial expansion and population are small they have to provide an adequate balance in the intellectual field. This same principle prevails for Switzerland as a nation. It is a tiny

country compared with other European powers; however, in matters of education and culture Switzerland occupies a foremost rank.

The universities of French-speaking Switzerland are furthermore intended as seats of learning for German- and Italian-speaking Swiss citizens, also foreigners, desirous of acquiring perfection in their knowledge of the French language and French culture. At a time when the frontiers everywhere are practically closed this feature is doubly important.

Geneva remembers that its existence depended for centuries on intellectual principles only and that its Academy, established by Calvin in 1559 as the forerunner of the University, was for a long time a center of the Protestant faith and all sciences, and as such worthy to stand next to Paris, London, Leiden and Florence. Considering its population no other city in the world has produced such a long line of eminent scholars as Geneva, the Protestant Rome.

At Lausanne intellectual life resolved at first around a group of distinguished personalities residing there. During the period it was subject to Bernese rule, Vaud was proud to possess a certain degree of independence in the cultural field.

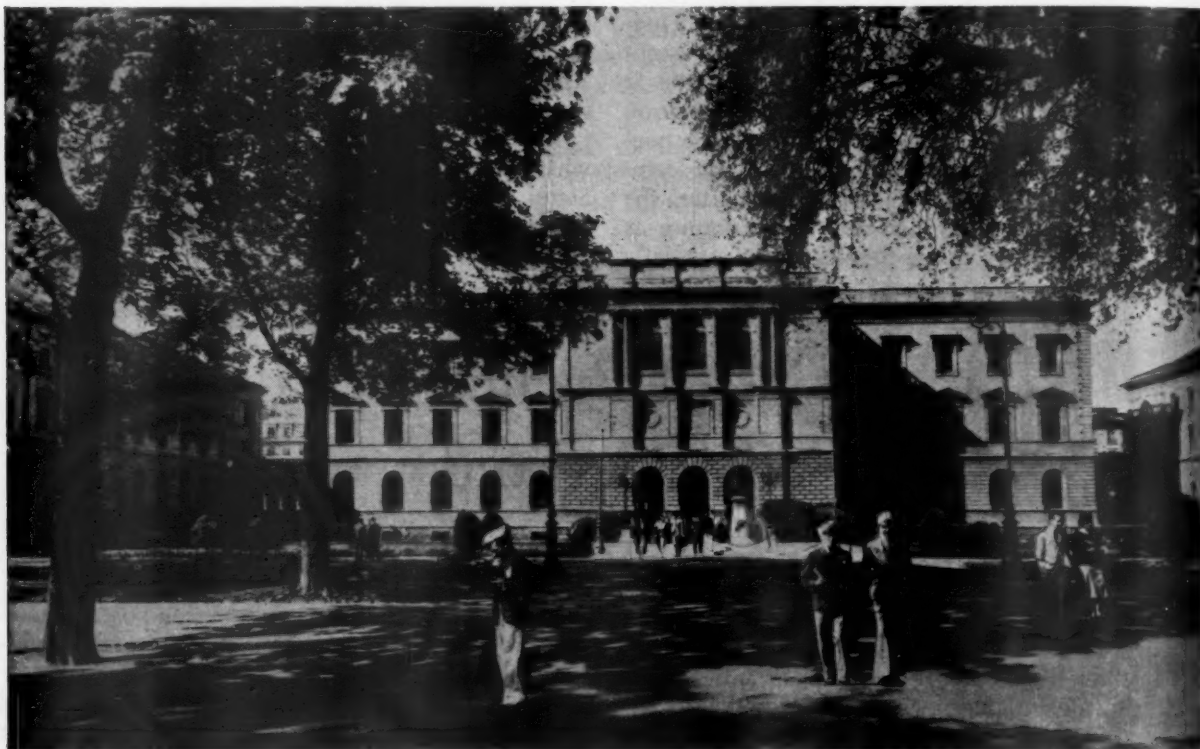
At Neuchâtel appeared the first influential cultural

periodical of Switzerland, *Le Mercure Suisse*. Its purpose was to link together the educated Swiss citizens and to transform that city into a cultural center. In the nineteenth century the two distinguished naturalists Agassiz made their native Neuchâtel famous in North America.

In days gone by Fribourg's reputation was chiefly glorified by her military history. Due to its location on the French and German language border lines, and being a bishop's see, this stately Zähringen-

Geneva there is in addition a Dental Institute. Pharmacists are also graduated both at Geneva and Lausanne.

The spirit of Jean Jacques Rousseau is perpetuated at Geneva in the "Institut des Sciences de l'Éducation," and pedagogy is given special attention. After Geneva became the seat of the League of Nations and of the International Labor Office, international studies received new impetus. With the aid of American support the flourishing and independent



J. Zimmer-Meylan

STUDENTS FROM MANY LANDS ATTEND THE UNIVERSITY OF GENEVA, SWITZERLAND

founded city was eminently suited to become the seat of an international Roman Catholic College and the seat of Switzerland's Roman Catholic University.

Switzerland's French-speaking universities enjoy exceptionally attractive locations. Thus Geneva and Lausanne are in the realm of much sung mountain-framed lake of Geneva; Neuchâtel also reposes on a lovely lake, with view of the Alps; and Fribourg, with its palatial new university buildings, is noted for its impressive outlook on Swiss Alpine splendor.

Each of these four French-speaking Swiss universities has its own characteristics. With approximately 1,000 students and 200 professors each, Geneva and Lausanne are the largest universities of western Switzerland with complete faculties. At

"Institut Universitaire des Hautes Etudes Internationales" does splendid work under the direction of Prof. W. Rappard. Its particular object is the scientific research of international law, economics and history. Swiss students like to attend these courses either after graduation or as auditors while attending Geneva university.

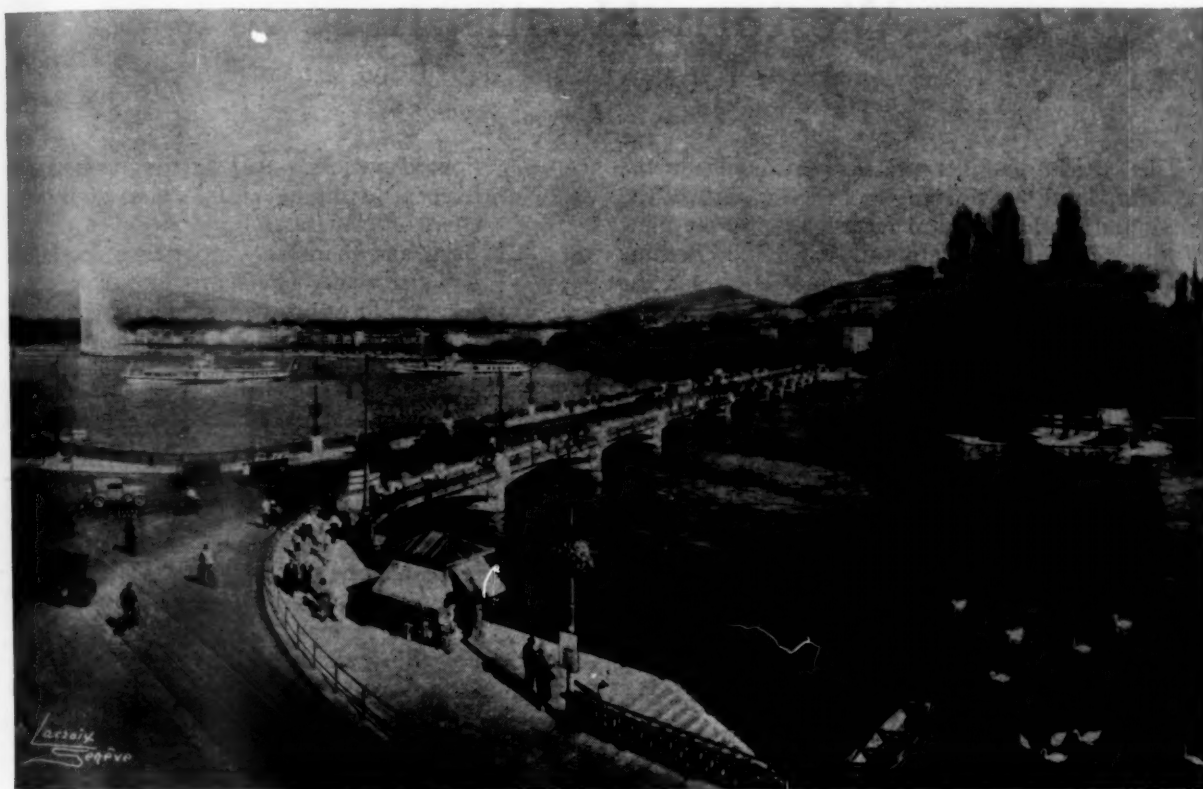
A short time ago the University of Geneva established the first Swiss "School for Interpreters." Here professional interpreters can get their diplomas in the German, English, French, Italian, Polish, Portuguese, Russian and Spanish languages, making them eligible for commercial, diplomatic and other careers. The school has become very popular in a short time. The University of Geneva has also become famous

for its courses in Egyptology and Assyriology. These are but a few characteristics of Geneva. Lack of space prevents enumeration of the many establishments of research in the field of law, national economics, national sciences and medicine which have become renowned in their own right.

During recent decades the University of Lausanne has developed several branches of science. Specialists only may be aware of the fact that its university maintains an internationally known Institute for

contact with the population can conveniently find these things at Neuchâtel.

At Fribourg lectures at the Theological Faculty are announced in Latin. This faculty is under the direct jurisdiction of the Pope. The Gregorian Academy for Choral Research and Cultivation devotes itself to a considerable degree to ecclesiastical art. The Pedagogic Institute of the University has a fine reputation not only in Roman Catholic circles. Here, in a special one-year course, teachers are being



Lacroix Photo

BEAUTEOUS BEYOND COMPARE IS THE HARBOR OF GENEVA, SWITZERLAND. TO THE RIGHT STANDS ROUSSEAU'S ISLAND AND IN THE FAR BACKGROUND GLISTENS THE LOFTY MONT BLANC

Police Sciences, an establishment which has already on several occasions cleverly frustrated schemes of criminals. Lausanne affords excellent scientific training for the Consular service. Much frequented, too, same as at Neuchâtel, is its Commercial College. A technical "School for Engineers" is another Lausanne unit.

Without neglecting its intellectual and scientific courses the University of Neuchâtel has established closer contact with commercial sciences and the canton's important watch industry. Here a diploma as "highly skilled watchmaker-technician" may be earned. Persons looking for a small college and close

trained for difficult and feeble-minded children, also for pupils with speech defects. Several institutes and laboratories devote themselves to various branches of modern science, with the result that students from many parts of Switzerland and from foreign lands flock to Fribourg whose bi-lingual advantages are another attraction.

Present-day Protestant thinking has its expression at the Theological faculties of Geneva, Lausanne and Neuchâtel.

Finally, at Geneva, Lausanne, Neuchâtel and Fribourg special facilities are provided for intensive study of the French language and French culture.

For the benefit of persons who can perfect their knowledge of French during summer periods only, the universities of Geneva, Lausanne and Neuchâtel maintain summer vacation courses. Rates are very moderate. Studies are given added impetus with an

attractively arranged social program which includes trips to various points of interest, lectures, social gatherings, etc. All these features lead to better mutual understanding.

A Sheaf of Tests on the Western Hemisphere

HAROLD C. KIME¹

Altadena, California

This article presents practical material on the secondary level, for teaching and testing some of the geographical and historical facts related to the New World, toward hemispheric solidarity. The "Become a Geographer Sets" are rather simple. These and the maps may be used as initiatory exercises. Tests 8 to 11 are difficult to tax more mature students. The last test is in fun, but is based on fact.

1. BASIC WORLD GEOGRAPHY

A List for Discussion or Study

1. Dimensions and area of the world.
2. Comparison of land masses and water areas.
3. Comparisons of hemispheres—North and South, East and West.
4. Comparisons of oceans—areas, temperatures, service to mankind as sources of food or for travel.
5. Comparisons of seas and lakes—size, climate, storminess, saltiness, history of man's use.
6. Continental comparisons—shape, area, climate, population, cradles of civilization, importance.
7. Latitude and longitude, and meridians and parallels, mile equivalents of degrees.
8. Zones and their boundaries.
9. International date line and time zones.
10. Islands and Island groups—size, shape, importance due to products, strategic importance due to location, climate, culture, zone, history.
11. Mountain ranges, peaks and plains—loca-

¹ Objective tests and maps have been a special interest of Mr. Kime in his years of teaching the social studies in the secondary schools of Pasadena, California. These tests reveal a familiarity with Latin America, born of personal travels. During a recent sabbatical year, he set foot in every continental country of the Good Neighbor lands. Miniature color slides taken during his trips have been prepared for classroom use. He can be reached at 1823 East Morada Place, Altadena, California (Ed.).

- tion, elevation, travel barriers, zone, age, likeness to similar areas, scenes of battles, effect on climate.
12. Bays and harbors—importance in international trade, effect of climate on their serviceability, prospect of increased or diminished importance in an air-minded world, proximity to rivers.
13. Capes and straits—location, place in history of mankind, shifting importance as travel changes.
14. Peninsulas and isthmuses—location and importance.
15. Lakes, rivers and canals—location, importance, history.
16. Rainfall and deserts—influence on life and destinies of man.
17. Prevailing winds.
18. Ocean currents.
19. Seasons and climates.
20. Global air lanes and time schedules.

2. BECOME A GEOGRAPHER

Set I, The World

1. Name the continents of the New World.
2. List the four continents of the Eastern Hemisphere.
3. Give the world's least known continent.
4. Make a list of the continents entirely in the Northern Hemisphere.
5. What continents are entirely in the Southern Hemisphere?
6. Enumerate the continents crossed by the Equator.
7. Tell which inhabited continent extends farthest south.
8. Choose the world's largest island.
9. Indicate the ocean that lies at the top of the world.
10. Spell the ocean nearest the South Pole.

11. Mention the eastern ocean of the Western Hemisphere.
12. Write the name of the ocean west of the Americas.
13. What ocean washes the shores of Madagascar and India?
14. Through what continents does the Tropic of Capricorn pass?
15. With what term do you refer to distance measured west from Greenwich, England?
16. In what phrase do you speak of distance south from the Equator?
17. Within what ocean does the day officially begin?
18. Place here the name given to the imaginary line that marks the place where the day begins.
19. State the general direction a steamship travels going directly from Los Angeles to Australia.
20. An airplane leaves New York City for Moscow. In what general direction will the first part of the flight be?

(30 answers)

3. BECOME A GEOGRAPHER

Set II, the New World

1. Name the continents that make up the New World.
2. Which continent is larger?
3. What continent lies farther east?
4. Give the continent reaching nearer the Old World.
5. Name the continent which does not extend into a frigid zone.
6. Which island in the hemisphere is largest?
7. What name is applied to the islands nearest the North Pole?
8. Give the general name used in referring to the countries just below Mexico.
9. Name the two parts of the mountain range that forms the backbone of the Americas.
10. Which are the three largest countries in the New World?
11. What is the largest bay in the hemisphere?
12. Give the two largest rivers in the western world.
13. Name the body of water into which ships pass as they leave the eastern end of the Panama Canal.
14. Which direction does the Panama Canal run?
15. What ocean is crossed in travelling by air from Brazil to Africa?
16. Give the direction from Mexico City to the Hawaiian Islands.

17. Name the general direction a steamer travels from New York City to Lima, Peru.
18. Which continent has the highest peak?
19. What is the number of degrees from the Equator to either pole?
20. Give the number of degrees around the world at San Francisco.

(25 answers)

4. BECOME A GEOGRAPHER

Set III, North America

1. What oceans wash North American shores?
2. Name the two best known seas that touch this continent.
3. Give the three main gulfs.
4. Tell the largest river and its two chief tributaries.
5. What is the largest river that empties into polar waters?
6. Name the lake at which our Canadian boundary straightens out.
7. Give the five Great Lakes in order, by size.
8. Tell what river drains the Great Lakes.
9. What name is borne by a river and a bay, although the two never meet?
10. Name the river that forms the United States boundary with the nation to the south.
11. Give the four largest rivers whose waters reach the ocean west of this continent.
12. Tell the zone in which most of the continent lies.
13. What country almost won out over Panama for the location of the canal?
14. Name the range of mountains shared by the most countries.
15. Give the range that makes Oregon and Washington so mountainous.
16. Tell what mountain range lies in Eastern United States.
17. What North American country is largest?
18. Name the two largest peninsulas pointing south.
19. Give the flag that flies over:
a. Jamaica b. Alaska c. Panama d. Martinique
20. Tell who owns:
a. Bahamas b. Puerto Rico c. Nova Scotia

(40 answers)

5. BECOME A GEOGRAPHER

Set IV, South America

1. What are the two largest countries in South America?
2. What are the two smallest nations?

3. What are the River Plata Republics?
 4. What are the Inland Republics?
 5. What are the countries through which the Equator passes?
 6. Name the Andean countries.
 7. Name the foreign countries that own continental territory.
 8. Name the highest navigable lake in the world.
 9. Name the highest peak in the world.
 10. Name the country that owns "Robinson Crusoe Island."
 11. In what two countries does the highest mountain stand?
 12. In what zones does South America lie?
 13. In what country is the largest river system?
 14. In what two countries are the Iguazú Falls?
 15. In what direction lies North America?
 16. Through what countries does the Tropic of Capricorn run?
 17. Through what country does the Orinoco flow?
 18. Through what country can you travel nearest to the pole?
 19. Through what pass do you fly from Santiago to Mendoza?
 20. Through what stormy strait do you round the Horn?
 21. Where does the Magdalena River empty?
 22. Where does the Paraná pour its muddy waters?
 23. Where is the area of greatest rainfall?
 24. Where is the driest area in the continent?
 25. Where are the llanos?
 26. Who were first called the ABC Republics?
 27. Who owns the Pampas?
 28. Who owns the Selvas?
- (50 answers)

6. MAP TEST ON NORTH AMERICA

Fifty-seven Features

(Use abbreviations when necessary)

- | | | | |
|---|--------------|-----------------|------------------|
| 1. Oceans | Atlantic | Arctic | Pacific |
| 2. Seas | Beaufort | Bering | Caribbean |
| 3. Gulfs | California | Honduras | |
| | Mexico | St. Lawrence | |
| 4. Bays | Baffin | Bristol | Hudson |
| 5. Lakes | Great Lakes | Great Bear | Winnipeg |
| | Great Salt | Great Slave | Nicaragua |
| 6. Canal | Panama | | |
| 7. Rivers | Arkansas | Colorado | Columbia |
| | Mackenzie | Mississippi | Missouri |
| | Ohio | Red | Rio Grande |
| | St. Lawrence | | |
| 8. Mountains (Shade in with pencil, and name) | | Alaska Range | Appalachians |
| | | Rockies | Sierra Nevadas |
| 9. Zones and Markers | | Arctic Circle | Tropic of Cancer |
| | | North Frigid | North Temperate |
| | | Torrid | |
| 10. Neighbor Continents | | Asia | South America |
| 11. Islands | | Bahamas | Cuba |
| | | Greenland | Hispaniola |
| | | Iceland | Newfoundland |
| | | Vancouver | |
| 12. Continental Countries | | Alaska | Canada |
| | | Central America | Mexico |
| 13. Capitals | | Havana | Juneau |
| | | Mexico City | Ottawa |
| | | Washington | |

7. MAP TEST ON SOUTH AMERICA

Location of Fifty Famous Features

1. Two oceans and a sea.
2. An ocean current affecting climate.
3. A strait and a cape historically important.
4. Two lakes with long names: one lake high, one low.
5. Three chief rivers.
6. River named for the country alongside which it flows.

7. Main mountain chain, in which lived the Incas.
8. Two other major highland areas.
9. The three continental colonies.
10. All continental nations.
11. Every capital city on the continent.
12. Two zones and their dividing line.
13. "Land of Fire."
14. Land area over which two inland countries fought.
15. Heavily wooded area along zero degrees of latitude.
16. Great plains of Gaucho-land.
17. String of islands scattered to northward.
18. British-owned islands claimed by country nearby.

8. TEST ON THE TOP OF THE NEW WORLD

1. Northernmost spot in Alaska.
2. North America's highest mountain peak.
3. Canada's highest peak.
4. Alaska's two chief ranges.
5. Zone in which lies the Bering Sea.
6. Zone in which lies the Beaufort Sea.
7. Zone in which Iceland lies.
8. Approximate latitude of North Magnetic Pole.
9. Longitude from England's capital to Canada's capital.
10. Approximate number of degrees from the east coast of Iceland to Alaska's Attu.
11. Latitude of Canadian-U.S. straight line boundary.
12. Approximate direction the St. Lawrence flows.
13. Important U.S. river rising in Canada.
14. Direction the Mackenzie flows.
15. Direction from Boston to Labrador.
16. Ocean lying outside the Inside Passage.
17. East end of U.S.-Canadian straight-line frontier.
18. Body of water beside James Bay.
19. Chief river entering Bering Sea.
20. Western province beside the Bay of Fundy.
21. Province nearest Strait of Juan de Fuca.
22. Lands beside Davis Strait.
23. The Great Lakes shared by Canada and the United States.
24. Location of Halifax.
25. The two lakes connected by the Sault Ste. Marie Canal.
26. Ocean current warming west coast of Canada.
27. Province containing southern end of Alcan Highway.
28. Names of countries beside the Strait of Belle Isle.

29. River carrying waters from Lake Erie to Lake Ontario.
30. Province of which Regina is the capital city.
31. Name of longest rail line in Canada.
32. Two provinces in which most Canadians live.
33. Country in which lies the city of Dawson.
34. Languages spoken most commonly in Canada.
35. Name of old trading company in Canada.
36. Canadian national park that contains famous Lake Louise.
37. Long chain of islands extending out from Alaska.
38. Capital city of the Province of Ontario.
39. Canada's largest city.
40. Capital cities of: a. Alaska b. Newfoundland.

(50 answers)

9. A QUIZ ON CARIBBEAN GEOGRAPHY

Major Waters

1. Two nearest oceans.
2. Largest adjacent gulf.
3. Canal.
4. Lake that opens into the sea.
5. Largest river entering the Caribbean.
6. Ocean current originating here.
7. Three smaller gulfs.

Important Lands

8. Four largest islands in the West Indies.
9. The two parts of the Lesser Antilles.
10. Island group north of Greater Antilles.
11. Mexican peninsula pointing toward the West Indies.
12. The seven divisions of Central America.
13. Two South American countries.
14. Important oil-refinery island owned by the Netherlands.

Sizable Cities

15. Barranquilla
16. Belize
17. Carácas
18. Cartagena
19. Ciudad Trujillo
20. Colón
21. Guatemala City
22. Habana
23. Kingston
24. La Guaira
25. Managua
26. Maracaibo
27. Port-au-Prince
28. Port of Spain

29. San Jose
30. San Juan
31. San Salvador
32. Tegucigalpa

(46 answers)

10. SHORT ANSWER TEST ON NORTH AMERICA
The "Perfect" Test (Seven parts with seven points each!)

1. High Spots
 - a. Backbone of North America.
 - b. Second U.S. range in height.
 - c. California's longest range.
 - d. Chief range of Washington and Oregon.
 - e. Chief range in Alaska.
 - f. Highest peak in the United States.
 - g. Highest on the continent.
2. Countries
 - a. The number of Central American republics.
 - b. Country in which Labrador lies.
 - c. Country wherein lies Yucatan peninsula.
 - d. Country of which the Pribilof Islands are a part.
 - e. Largest country in North America.
 - f. Second largest.
 - g. Third largest.
3. Islands
 - a. Long chain of islands stretching toward Japan.
 - b. Island chain beyond the West Indies.
 - c. Largest group near North Pole.
 - d. Largest island crossed by 50 degrees North Latitude.
 - e. Largest single island.
4. Rivers
 - a. River at southern boundary of United States.
 - b. Largest river emptying into frigid waters.
 - c. Longest tributary of "Father of Waters."
 - d. River which takes Snake River waters into the ocean.
 - e. Most important river to Southern Californians.
 - f. Alaska's great stream.
 - g. Canada's most important.
5. Lakes
 - a. Great Lake entirely within U.S. territory.

- b. Canada's largest lake cut by Arctic Circle.
- c. Largest lake in Central America.
- d. Largest man-made lake in the United States.
- e. Canada's large lake nearest to the Great Lakes.
- f. Largest of the Great Lakes.
- g. Smallest of the Great Lakes.

6. Big Waters

- a. Gulf that receives corn-belt rain water.
- b. Largest sea lapping shores of two continents.
- c. Gulf receiving waters from a dam begun by Herbert Hoover.
- d. Bay through which Sacramento River reaches the ocean.
- e. Man who gave his name to a river, a bay, and a strait.
- f. Sea shared by Canada and Alaska.
- g. Most westerly sea.

7. Capital Cities

- a. Alaska
- b. Canada
- c. Mexico
- d. Newfoundland
- e. Nicaragua
- f. Panama
- g. Puerto Rico

11. HISTORICAL GEOGRAPHY TEST ON SOUTH AMERICA

A knowledge of history will help answer this test

1. Home of the Panama Hat.
2. Home of yerba maté.
3. Home of the potato.
4. Home of the greatest Inca ruins.
5. Land named for an explorer who made four trips to the New World.
6. Land named for an Italian city.
7. Land named for fires placed in boats by the Indians.
8. Land of the Gaucho.
9. City known as the "Coffee Capital of the World."
10. City wherein lie the bones of Pizarro.
11. City whose name was spoken by Magellan at seeing a small mountain.
12. City of importance at some 12,000 feet elevation.
13. Flag which flies over the Falkland Islands.
14. Flag which flies over Surinam.
15. Flag which flies over the Galapagos.
16. Flag which flies over the Selvas.
17. Nation often called "The Shoestring Republic."

18. Nation once ruled by a resident emperor.
19. Nation in which Guarani is spoken freely with Spanish.
20. Nation producing most tin.
21. Country with most extensive lake region famed for its beauty.
22. Country in which women vastly outnumber men.
23. Country called "The Gem of Two Oceans."
24. Country which is greatest agricultural competitor of the United States.
25. Strait named for the first globe-trotter.
26. A sea once infested with pirates.
27. Ocean current that carries food to sea birds producing guano.
28. Ocean named for him who reputedly held the world in space.
29. Zone wherein lies La Pampa.
30. Zone wherein lies the Madre de Dios country.
31. Name of the statue dedicated to Argentine-Chilean peace.
32. Name of the former capital of the rubber empire.
33. Name of the story that has made the San Juan Islands famous.
34. South American country that once owned a North American land.
35. Language spoken where a figure of Christ overlooks a bay.
36. Manner of referring to three countries once most important.
37. Manner of referring to the Brazilians (as we are called Yankees).
38. Town at which soldiers rode off a cliff rather than surrender.
39. City once the capital of Spanish South America.
40. Country with strongest popular front government.
41. Lake to which first steamship was taken by pack train.
42. Country having first railroad.
43. First South American nation to be free from Spain.
44. First South American nation to enter World War II.
45. Homeland of Sarmiento.
46. Homeland of Victor Raúl Haya de la Torre.
47. Country with oil the chief non-agricultural wealth.
48. Cool capital city very near the Equator.
49. City in which the last Spanish garrison surrendered.
50. Last country to free the slaves within its borders.

(50 answers)

12. RIDDLES OVER THE AMERICAS

1. A menagerie lion running around the earth at nothing flat.
2. Two Tropics—one a disease, the other something like a grain.
3. Two frigidares.
4. Canal named for a summer hat.
5. An island whose name is a big lie, summer or winter.
6. A good island for cold drinks.
7. An island whose name means "recently discovered."
8. Two rivers—one married and one single.
9. A lake by which you might enjoy pitching horseshoes.
10. A cape named for a musical instrument.
11. A large sea whose name contains something to eat.
12. A peninsula with a summer complexion in its name.
13. A cold area with a door that doesn't keep out the cold.
14. An island with a geometric figure in its name.
15. A sea with a sweetheart and a fortress in its name.
16. A river that is not a river.
17. A lake that is not a lake.
18. A sea below sea level.
19. Mountains that ought to yield cider.
20. A lake for free men to shun.
21. A wide river whose name contains a holy word and a boy's name.
22. A city whose name is a popular kind of beans.
23. Countries named so nearly alike that they might be called twins.
24. City of Brotherly Love.
25. A British island whose name means "Father, Son, and Holy Ghost."

(25 answers)

KEYS TO TESTS

1. No. 1 has no key
2. Become a Geographer

Set I

1. North and South America
2. Europe, Asia, Africa, Australia
3. Antarctica
4. North America, Europe, Asia
5. Australia, Antarctica
6. South America, Africa
7. South America
8. Greenland
9. Arctic Ocean

10. Antarctic Ocean
11. Atlantic Ocean
12. Pacific Ocean
13. Indian Ocean
14. South America, Africa, Australia
15. West Longitude
16. South Latitude
17. Pacific Ocean
18. Internat'l Date Line
19. Southwest
20. North

3. Set II

1. North and South America
2. North America
3. South America
4. North America
5. South America
6. Greenland
7. Arctic Archipelago
8. Central America
9. Rockies, Andes
10. Brazil, Canada, United States
11. Hudson Bay
12. Amazon, Mississippi
13. Pacific Ocean
14. NW-SE
15. Atlantic Ocean
16. West
17. South
18. South America
19. 90 degrees
20. 360 degrees

4. Set III

1. Arctic, Atlantic, Pacific
2. Caribbean and Bering
3. Mexico, Calif., Honduras
4. Miss., Mo., Ohio
5. MacKenzie
6. Lake of the Woods
7. Ontario, Erie, Huron, Michigan, Superior (or the reverse)
8. St. Lawrence
9. Hudson
10. Rio Grande
11. Yukon, Columbia, Sacramento, Colorado
12. North Temperate
13. Nicaragua
14. Rocky Mountains
15. Cascades
16. Appalachians
17. Canada
18. Florida, Lower California
19. a. British c. Panama
b. U.S.A. d. French
20. a. British b. U.S.A. c. Independent

5. Set IV

1. Brazil, Argentina
2. Ecuador, Uruguay
3. Argentina, Uruguay, Paraguay
4. Bolivia, Paraguay
5. Ecuador, Colombia, Brazil
6. Venezuela, Colombia, Ecuador, Peru, Bolivia, Chile
7. British, Dutch, French
8. Lake Titicaca
9. Mt. Aconcagua
10. Chile
11. Chile, Argentina
12. Torrid, S. Temperate
13. Brazil
14. Brazil, Argentina
15. Northwest
16. Chile, Bolivia, Paraguay, Brazil
17. Venezuela
18. Chile
19. Uspallata Pass
20. Strait of Magellan
21. Caribbean Sea
22. Rio de la Plata
23. Amazon Valley
24. (Northern) Chile
25. Venezuela
26. Argentina, Brazil, Chile
27. Argentina
28. Brazil

6. Map Test on N. America

No Key Needed—Use a geography

7. Map Test on South America

1. Atlantic, Pacific, Caribbean
2. Humboldt Current
3. Strait of Magellan, Cape Horn
4. Titicaca, Maracaibo
5. Amazon, Paraná, Orinoco
6. Uruguay River
7. Andes Mountains
8. Brazilian Highlands, Guiana Highlands
9. Br. Guiana, Fr. Guiana, Surinam
10. Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Paraguay, Peru, Uruguay, Venezuela
11. Buenos Aires, La Paz, Rio de Janeiro, Santiago, Bogotá, Quito, Asunción, Lima, Montevideo, Caracas . . . and Georgetown, Paramaribo, Cayenne
12. Torrid, S. Temperate; Tropic of Capricorn
13. Tierra del Fuego
14. (Gran) Chaco
15. Selvas
16. Pampas

17. Lesser Antilles
 18. Falkland Islands
8. Test on the Top of the New World
1. Point Barrow
 2. Mt. McKinley (20,300)
 3. Mt. Logan (19,850)
 4. Brooks; Alaska or St. Elias
 5. North Temperate Zone
 6. North Frigid Zone
 7. North Temperate Zone
 8. 71 degrees
 9. 75 degrees
 10. 180 degrees
 11. 49 degrees
 12. Northwest
 13. Columbia
 14. Northwest
 15. Northwest
 16. Pacific Ocean
 17. Lake of the Woods
 18. Hudson Bay
 19. Yukon
 20. New Brunswick
 21. British Columbia
 22. Baffin Island and Greenland
 23. Superior, Huron, Erie, Ontario
 24. Nova Scotia
 25. Superior, Huron
 26. Japan Current
 27. Alberta
 28. Newfoundland, Canada
 29. Niagara River
 30. Saskatchewan
 31. Canadian National Railways
 32. Ontario and Quebec
 33. Canada
 34. English and French
 35. Hudson Bay Company
 36. Banff National Park
 37. Aleutians
 38. Toronto
 39. Montreal
 40. Juneau, St. Johns
9. Quiz on Caribbean Geography
- Waters
1. Atlantic, Pacific
 2. Gulf of Mexico
 3. Panama Canal
 4. Lake Maracaibo
 5. Magdalena River
 6. Gulf Stream
 7. Honduras, Darien, Venezuela
- Lands
8. Cuba, Puerto Rico, Hispaniola, Jamaica
 9. Windward Islands, Leeward Islands
 10. Bahama Islands
 11. Yucatan Peninsula
 12. Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, Panama
 13. Colombia, Venezuela
 14. Aruba (or Curacao or Bonaire)
- Cities
15. Colombia
 16. British Honduras
 17. Venezuela
 18. Colombia
 19. Dominican Republic
 20. Panama
 21. Guatemala
 22. Cuba
 23. Jamaica
 24. Venezuela
 25. Nicaragua
 26. Venezuela
 27. Haiti
 28. Trinidad
 29. Costa Rica
 30. Puerto Rico
 31. El Salvador
 32. Honduras
10. Short Answer Test on North America
1. High Spots
 - a. Rockies
 - b. Sierra Nevadas
 - c. Coast Range
 - d. Cascades
 - e. Yukon Range
 - f. Mt. Whitney (14,496)
 - g. Mt. McKinley (20,300)
 2. Countries
 - a. six
 - b. Canada
 - c. Mexico
 - d. Alaska
 - e. Canada
 - f. United States
 - g. Mexico
 3. Islands
 - a. Aleutians
 - b. Lesser Antilles
 - c. Arctic Archipelago
 - d. Newfoundland
 - e. Greenland
 4. Rivers
 - a. Rio Grande
 - b. Mackenzie
 - c. Missouri
 - d. Columbia
 - e. Colorado

- f. Yukon
- g. St. Lawrence
- 5. Lakes
 - a. Lake Michigan
 - b. Great Bear Lake
 - c. Lake Nicaragua
 - d. Lake Mead at Boulder Dam
 - e. Lake Winnipeg
 - f. Superior
 - g. Ontario
- 6. Big Waters
 - a. Gulf of Mexico
 - b. Caribbean Sea
 - c. Gulf of California
 - d. San Francisco Bay
 - e. Hudson
 - f. Beaufort Sea
 - g. Bering Sea
- 7. Capital Cities
 - a. Juneau
 - b. Ottawa
 - c. Mexico City
 - d. St. Johns
 - e. Managua
 - f. Panama City
 - g. San Juan
- 11. Historical Geography
 - Test on South America
 - 1. Ecuador
 - 2. Paraguay
 - 3. Peru
 - 4. Peru
 - 5. Colombia
 - 6. Venezuela
 - 7. Tierra del Fuego
 - 8. Argentina
 - 9. Santos
 - 10. Lima, Peru
 - 11. Montevideo
 - 12. La Paz, Bolivia
 - 13. British
 - 14. Netherlands
 - 15. Ecuador
 - 16. Brazil
 - 17. Chile
 - 18. Brazil
 - 19. Paraguay
 - 20. Bolivia
 - 21. Chile
 - 22. Paraguay
 - 23. Colombia
 - 24. Argentina
- 25. Magellan
- 26. Caribbean
- 27. Humboldt Current
- 28. Atlantic
- 29. South Temperate
- 30. Torrid
- 31. Christ of the Andes
- 32. Manaus (in Brazil)
- 33. Robinson Crusoe
- 34. Colombia
- 35. Portuguese
- 36. ABC Countries
- 37. Cariocas
- 38. Arica (Chile)
- 39. Lima
- 40. Chile
- 41. Lake Titicaca
- 42. Paraguay
- 43. Venezuela
- 44. Brazil
- 45. Argentina
- 46. Peru
- 47. Venezuela
- 48. Quito
- 49. Peru
- 50. Brazil
- 12. Riddles over the Americas
 - 1. Equator
 - 2. Tropics of Cancer and Capricorn
 - 3. North and South Frigid Zones
 - 4. Panama
 - 5. Greenland
 - 6. Iceland
 - 7. Newfoundland
 - 8. Mississippi; Missouri
 - 9. Winnipeg
 - 10. Horn
 - 11. Caribbean
 - 12. Yucatan (and possibly Florida)
 - 13. Labrador
 - 14. Cuba
 - 15. Beaufort
 - 16. Rio de la Plata
 - 17. Lake Maracaibo
 - 18. Salton Sea
 - 19. Appalachian
 - 20. Great Slave
 - 21. St. Lawrence
 - 22. Lima
 - 23. Uruguay and Paraguay
 - 24. Philadelphia
 - 25. Trinidad

The Social Studies Class Celebrates

A Book Week Assembly Program

DOROTHY LEGGITT

Wydown School, Clayton, Missouri

Our school, consisting of ninth graders only, is divided into home rooms. Each of the sections has a name that honors the teacher sponsoring it. We, the "As You Legg-Itts," entertained the other eight home rooms in an assembly program during Book Week, 1944.

PREPARATION FOR THE PROGRAM

Because the slogan for Book Week this year was "United Through Books," we decided to give a quiz program in celebration. Three major areas of facts formed the basis of civics-library emphasis. Area I was "People," subdivided into eight quiz categories (one for each of the contestants). Area II was "Information"; Area III, "Books." The questions were written by the twenty-four members of the home room; they were completion, multiple-choice, and true-false in character.

The quiz was called "The Sky-Rider's Quiz." The contestants became pilots. A master of ceremonies asked the questions in front of the microphone; a pilot answered. The first correct response took the pilot up 6,000 feet; a second, 12,000 feet; a third, 18,000 feet; and a fourth, 24,000 feet. Each pilot could stop at any height; if he continued but answered incorrectly he lost his score for the round. Those pilots who attained the height of 24,000 feet were eligible for a stratosphere question at the end of each round.

At the left of the stage there was placed a wall on which the altitude levels were marked with a color representing that height. Boys behind the wall pulled up the airplanes as required to show the achievement of each contestant of the round. On the other walls were placed posters made by the art department and attractive book covers.

Some students acted as score calculators, time-keepers, and stratosphere question (jack pot) entertainers. Piano music was afforded at the end of Rounds One and Two, and a clarinet duet and a saxophone solo came at the end of Round Three.

"SKY-RIDER'S" QUIZ DATA

Speech by a Student Librarian:

As many of you may have been aware, we have this week been celebrating the twenty-fifth anniversary of Children's Book Week.

The purposes of Book Week are four-fold:

1. To encourage the love of books.

2. To increase public appreciation of books.
3. To increase and maintain support for public book facilities.
4. To encourage home ownership and companionship through books.

Our Book Week slogan for the year of 1944 is "United Through Books." Regarding the appropriateness of this slogan, may I quote from Ruth Brian Owen Rohde, former United States minister to Denmark? She says, "We have thought with great compassion of the need for material comforts among the children of devastated Europe, but we realize that even though we alleviate physical needs, if we cannot build into the thought of another generation the knowledge of history, the belief in the good and beautiful, then we cannot raise in this world a permanent institution of peace."

On November 11, at a luncheon at the Hotel Astor in New York City, Book Week celebration for the year 1944 officially began. More than one thousand people were on hand to witness the presentation of awards and to hear speeches made by outstanding national figures.

Celebrations of Book Week have been held not only in every part of this country but in many parts of the world. In England, Russia, Brazil, India, and a number of other countries, the "United Through Books" poster, together with exhibits of books, has given dynamic reality to this year's theme.

Our quiz program today has been prepared by Miss Leggitt's home room group. I now turn the meeting over to Nancy Jo, a member of the library staff and one of the "As You Legg-Itts."

Home Room Member's Speech:

Edwin has told you that the slogan for Book Week this year is "United Through Books," and I might add that we certainly have united and gone through many books in order to prepare this quiz program for you.

We, "As you Legg-Itts" got tired of "Leg-ing-It" alone, so we have taken to the air. This is a "Sky-Rider's" Quiz Program. Each contestant represents his home room as a pilot. The pilots will receive numbers to decide their places in the program. Contestants will seat them-

selves in this order and will own the plane of the same number.

On my right you see eight airplanes, one for each home room. It is possible for a pilot to take his plane to the height of 24,000 feet—6,000 feet for each question answered correctly. On the other hand, if a pilot attempts to answer a question and fails, he loses everything so far gained in that round. In other words, the pilot will have to bail out, and the plane will have to be lowered to the ground. It is possible for a contestant to earn an extra 6,000 feet if he answers correctly the stratosphere question at the end of each round.

Round One is concerned with world leaders. To bring us unity, we look to the wisdom and ingenuity of these men. Round Two is concerned with information about many things which have tended to unite the world. Round Three touches on the subject of leisure reading: authors, characters, plots, and settings. After all, books do play an important role in a student's recreation, as well as in his study. Good luck to all you pilots!

Master of Ceremonies: The work of the program leader was important. One task was to introduce each home room contestant in Round One.

The home room names and some witticisms used in the presentation of the representing contestant followed.

Another task of this leader was to determine if the contestant wished to continue or to stop after each question. To do this, he used significant remarks such as these:

1. Do you wish to glide or to climb higher?
2. Do you need to put on your oxygen mask yet?
3. You have gone up 6,000 feet. Going higher?
4. Do you wish to try for 18,000 feet?
5. Going up?
6. Bailing out?
7. How is the visibility at your present height?

A third task was to add humor to the program by making ejaculations pointed at the material being stated. Such data appears in the program copy here presented.

PROGRAM MATERIALS

Round One: Contestant One: Direction: Answer briefly. (Here's a man that thinks he's the Hull show.) Cordell Hull.

1. What cabinet position do I hold? (Secretary of State)
Do you wish to glide or to climb higher?
2. To what man do I now act as adviser? (Franklin Roosevelt)

Do you need to get your oxygen mask yet?

3. What do I have stamped on the government documents to make them official documents? (Seal of the United States) (Throw him a fish—the seal.) Do you wish to hover or to climb higher?
4. With what continent did I try to improve American foreign relations after 1933? (South America) Stand by for the stratosphere question.

Contestant Two: Winston Churchill. Direction: Answer briefly.

What kind of a smoke do I personally favor? (Cigar) Now, you are ready for the take-off question.

1. What is the name of the lower house of Parliament? (House of Commons)
2. Of what nationality was my mother? (American) (This is a "tie that binds me to America.")
3. What is the address of my residence in London? (10 Downing Street)
4. What cartoon character represents Great Britain as Uncle Sam represents the United States? (John Bull)

Contestant Three: Here's a fourth term President for you. Franklin Roosevelt. Direction: Answer briefly.

1. What "animal" member of my family has been politically attacked recently? (Dog Falla) (He's a jolly good fella!)
2. Who is my closest friend and my personal secretary? (Stephen Early) (The "Early" bird gets the worm.)
3. What is the name of the member of my family that has a column called "My Day" in a St. Louis newspaper? (Eleanor) (I figure Eleanor was 16,000 miles ahead of Franklin on Armistice Day.)
4. With what words of salutation have I begun most of my fireside chats? (My friends)

Contestant Four: Here you have the Kai-Sheks and China. Direction: Answer briefly.

1. In early times what was built around my country to try to keep others out? (The Chinese wall) (Today world pressure keeps an open-door in China.)
2. What joint-governmental body in the United States was my wife the second woman to address in an effort to get aid for China? (Congress)
3. What city is the capital for the national government? (Chungking)
4. In round numbers, what is the present population of China? (480,000,000)

Contestant Five: Joseph Stalin is a "Man of Steel."
Direction: Answer briefly.

1. Into how many continents does the territory over which I rule extend? (Two)
2. What is the nickname of my army? (Red army) (Do you know why a fire engine is red?)
3. What is the name of the citadel of Moscow, which corresponds to the White House in our government? (Kremlin)
4. What is the meaning of the abbreviation of the U. S. S. R.? (Union of Soviet Socialist Republics) (Russia knows the alphabet too.)

Contestant Six: Henry Agard Wallace. A man from the state where the tall corn grows! Direction: Answer briefly.

1. With what political party am I affiliated? (Democratic)
2. Of what branch of Congress was I Speaker? (The Senate)
3. In what industry in Iowa have I always been internationally interested? (Agriculture)
4. In what Asiatic allied war country did I recently visit? (China)

Contestant Seven: Harlan F. Stone. (Supposed to have a bold personality! "Just Ice!") Direction: Answer briefly.

1. Of what federal court in the United States am I the Chief Justice? (Supreme Court)
2. What practice, or profession, did I choose as my career, (Law) (You have answered judiciously)
3. What President appointed me Chief Justice of the Supreme Court? (President Roosevelt) (For me, this was a "New Deal.")
4. Who preceded me as Chief Justice of the Supreme Court? (Charles Evans Hughes) Yes, he was a "big fellow," wasn't he?)

Contestant Eight: Miscellaneous national figures.
Direction: Answer briefly.

1. Who is the Speaker of the House of Representatives? (Sam Rayburn) (Next to the President in significance!)
2. Who is the Prime Minister of Canada? (Mackenzie King) (Here is a Prime Minister who is a King.)
3. Who is President of Brazil? (Getulio Vargas)
4. Who is the new native president of the Philippine Islands? (Sergio Osmena)

Round Two: Contestant One. Resources. (Do you have a "Horn of Plenty" of answers with you?)
Direction: Choose one region that is the source of the supply of each product for the United States.

1. Bananas (Canary Islands) Missouri or Canary Islands? (Yes, we have no bananas—in Missouri.)
2. Sugar (Cuba) Cuba or California?
3. Tin (Bolivia) Bolivia or Chile?
4. Tungsten (Argentina) Burma or Argentina?

Contestant Two: Places. (Look closely at your mental map for these answers.) Direction: Tell the island group of which this island is a part.

1. Bougainville (Solomon Islands) Fiji Islands or Solomon Islands?
2. Java (British East Indies) British East Indies or Gilbert Islands?
3. Saipan (Marianas) Marianas or Hawaiian Islands?
4. Leyte (Philippine Islands) Caroline Islands or Philippine Islands?

Contestant Three: Peace conferences. (Not only the Indians smoked the pipe of peace.) Direction: Answer "Yes" or "No."

1. Was the Second Hague conference held in the United States in 1907? (No) Yes—No
2. Was the Pan-American Union organized to develop closer relations among the republics throughout the world? (No) Yes—No
3. Was the League of Nations provided to achieve international peace and security? (Yes) Yes—No
4. Was the International Conference on the Limitation of Armament, held in Washington in 1921-1922, successful in securing a permanent naval holiday? (No) Yes—No

Contestant Four: Documents or writings. (These documents are precious to us.) Direction: Give the name of the document from which this quotation is taken.

1. "We the people of the United States, in order to form a more perfect union, . . ." (Constitution)
2. "Fourscore and seven years ago our fathers brought forth on this continent, a new nation, . . ." (Gettysburg Address)
3. "When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, . . ." (Declaration of Independence)
4. "The four freedoms" (Atlantic Charter)

Contestant Five: Fields of endeavor. (Try, try again. You'll succeed in some field of service to mankind.)
Direction: Answer as "True" or "False."

1. Admiral Byrd laid claim to Little America in the name of the United States. (True)
2. George Washington Carver was a Negro who found new uses for peanuts. (True)

3. Walt Disney is proclaimed by some people as the greatest living artist. (True)
4. Morris Frank, a blind man, trained the first "Seeing Eye Dog." (True)

Contestant Six: Allied war leaders. (These men as Churchill said, "sacrificed in blood, sweat, and tears.") Direction: Answer as "Yes" or "No."

1. Was James Doolittle the first American to bomb Tokio in World War II? (Yes)
2. Is General "Ike" Eisenhower chief of allied war operations in Europe? (Yes) Visibility over Europe must be good. Right.)
3. Is Admiral Chester Nimitz head of the American Pacific Fleet? (Yes)
4. Is General Henry Arnold head of the Army Air Forces in the United States? (Yes)

Contestant Seven: Transportation. (A man came out of the Ozarks and died shortly after seeing a car for the first time. It seems he didn't see it soon enough.) Direction: Choose the means of transportation with which each of these is connected.

1. Kitty Hawk (Airplane) Airplane or Train?
2. Gay Nineties (Bicyclist) Pedestrian or Bicyclist?
3. Diesel engine (Green Diamond) Green Diamond or Wabash Bluebird?
4. Dashboard (Horse and Buggy) Pony Express or Horse and Buggy?

Contestant Eight: Communication. (Hear the voice of the ages!) Direction: Give the name of the inventor.

1. Telephone (Alexander Graham Bell)
2. Radio (Guglielmo Marconi)
3. Motion pictures (Thomas Edison) (Theaters are dark, but this man invented a light.)
4. Printing Press (John Gutenberg)

Round Three: Contestant One. Movies of books. (Who is your favorite actor, actress?) Direction: These movies were all made from books. Name either of the stars that portrayed the two main characters.

1. *For Whom the Bell Tolls* (Ingrid Bergman—Gary Cooper)
2. *The Adventure of Mark Twain* (Alexis Smith—Frederic March)
3. *Destination Tokio* (Cary Grant—John Garfield)
4. *Seventh Cross* (Spencer Tracy—Signe Hasso)

Contestant Two: Book characters. (Do you know your book characters?) Direction: Answer "Yes" or "No."

1. Is Tiny Tim the crippled boy in the *Christmas Carol*? (Yes)

2. Is the character Abbie Deal from *Treasure Island*? (No)
3. Is Heidi, in the book by the same name, an English girl? (No)
4. Is Katie Nolan the aunt of Francie in *A Tree Grows in Brooklyn*? (No) (I can see you are a voluminous reader.)

Contestant Three: Authors of books. (Authors leave their footprints in the "sands of time" by writing books.) Direction: Who wrote each of these books?

1. *One World* (Wendell Willkie)
2. *I Never Left Home* (Bob Hope)
3. *Ten Years in Japan* (Joseph C. Grew)
4. *Mission to Moscow* (Joseph E. Davies)

Contestant Four: Poetry. Direction: Name the title of the poems from which these lines are taken or name the author:

1. "Father calls me William, sister calls me Will, Mother calls me Willie, but the fellers call me Bill." (*Just Before Christmas*—Eugene Field)
2. "This maiden she lived with no other thought than to love and be loved by me." (*Annabel Lee*—Edgar Allen Poe)
3. "I will be the gladdest thing under the sun; I will touch a hundred flowers and not pick one." (*Afternoon on a Hill*—Edna St. Vincent Millay)
4. "I must go down to the seas again, to the lonely sea and the sky,
"And all I ask is a tall ship and a star to steer her by." (*Sea Fever*—John Masefield)

Contestant Five: Plots in books. Direction: Answer "True" or "False."

1. *Pinocchio* is the adventure of a puppet who came to life. (True)
2. *The Good Earth* is a novel that shows the changes that war has made in China and proves that there must be a new China co-operating with the rest of the world. (False)
3. *The Connecticut Yankee* is an ingenious adventure of a Yankee in the days of chivalry. (True)
4. *Freckles* is the story of an old maiden aunt who, through psychological guidance regained youth, love, and future happiness. (False)

Contestant Six: Miscellaneous. (This miscellaneous category is like the "pork barrel" bill of Congress. It has a bit of everything in it!) Direction: Answer as "Yes" or "No."

1. Should you look in an encyclopedia to find historical facts about primitive Igorrotes? (Yes)

2. Did Andrew Carnegie endow libraries in a number of towns and cities in the United States? (Yes)
3. When a book is copyrighted, are two copies of it placed in the Library of Congress? (Yes)
4. Will a library serve as a memorial to President Roosevelt upon his death? (Yes)

Contestant Seven: Settings of books. (Shakespeare said: "All the world's a stage." I hope you know where in the world these scenes were laid.) Direction: Choose the scene of each book.

1. *Mrs. Wiggs of the Cabbage Patch* (Country) Country or city?
2. *Oliver Twist* (England) France or England?
3. *Ramona* (California) Nebraska or California?

4. *I Married Adventure* (Africa) Africa or Australia? (Here's a test to see if your plane could have climbed higher. *Meet Me in St. Louis*—St. Louis or Chicago?)

Contestant Eight: Types of literature. (Are you familiar with classifications on book shelves?) Direction: What type of literature is each of the following:

1. *Madam Curie* (Biography) Biography or Autobiography? (I can see you knew both Eve and Marie.)
2. *Four Years in Paradise* (Fiction) Fiction or Non-fiction?
3. *Royal Road to Romance* (Travel story) Travel Story or Essay? (This road is not a Wydown stairway.)
4. *The Human Comedy* (Play) Play or Novel?

Visual and Other Aids

MAURICE P. HUNT

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Teachers frequently make use of films that lack the teaching "punch" that may be expected from a teaching aid of this nature. All too often educational films are used whose content is poorly selected and organized and whose technical quality is poor.

Children are used to Hollywood productions which deal with subjects interesting to them, which present their content skillfully, and which are of superb technical quality. Children's expectations have become so high that they frequently have a "let-down" feeling when viewing an inferior educational movie.

We have known teachers who order, often indiscriminately, literally dozens of films from their state lending library and show films day after day in their classes—sometimes two or three different films of unrelated subject matter in a single class period! Students regard this as something of a lark—an opportunity, often, to flirt with classmates of the opposite sex in the darkness.

Less emphasis on numbers and more emphasis on quality would improve the visual program of many schools. A week spent in the intensive study of one film of the caliber of *The City* will have infinitely more educational value than many weeks spent in viewing run-of-the-mill teaching films.

One difficulty in the way of wise selection of films is that catalogs of the commercial distributors commonly describe each film as a "super colossal" production. Many distributors vie with each other to amass the largest collection of films, even though such policy inevitably results in shelves loaded with

mediocre productions. Persuasive advertising is then relied upon to move films of little or no merit.

It is encouraging to note that at least one commercial distributor (Bell and Howell) now furnishes a quality rating based on content, photography, and sound for each of their films.

The Wilson Education Film Catalog gives a quality rating to each film whenever such a rating is available to them. Many teachers find the film reviews that appear in *The Educational Screen* and occasionally in their professional magazines of considerable usefulness in promoting discrimination.

Probably the most meritorious example of a policy of careful selection by a distributor is that of The New York University Film Library. The NYU Library was founded in 1940 for the purpose of correlating "the good films available for use in education with the needs of educators." Contained in the library are several outstanding film series, including The Educational Film Institute of New York films on economic problems, The Department of Child Study of Vassar College films on normal personality development, and The Commission on Human Relations of the Progressive Education Association films on human relations. The NYU Library also is a depository for films produced by the Coordinator of Inter-American Affairs, the Office of War Information, and The National Film Board of Canada. In the NYU collection are many documentaries that have had wide theater showings and are classics of their type.

The NYU Film Library catalog classifies films according to subject and gives a description of the specific content of each film. For a copy of this catalog, write to The New York University Film Library, 71 Washington Square South, New York 12.

NYU Library films are also available through an organization known as New Tools for Learning, 280 Madison Avenue, New York 16. This organization also distributes recordings of the Recordings Division of the NYU Film Library, pamphlets of the Public Affairs Committee, transcripts of the University of Chicago Round Table broadcasts, and pamphlets of the New York University Institute on Post-war Reconstruction. The New Tools for Learning catalog lists the films, recordings and pamphlets which are available under each of a number of social studies topics. Many teachers find an integrated source of teaching aids such as this more useful than individual sources.

NEWS NOTES

Newspaper Discrimination: An Annotated Bibliography, by Edgar Dale and Verna Spicer, may be secured for 25 cents from the Bureau of Educational Research, The Ohio State University, Columbus 10. This booklet contains digests of forty-five articles dealing with methods of teaching newspaper discrimination. It also contains a bibliography of books which deal with journalistic practices. The authors suggest in the Foreword that "A serious study of this material will offer many fruitful suggestions to teachers of English, social studies, history, civics, economics, and other areas where critical, effective reading and interpretation of newspapers is an important goal."

The DeVry Corporation, 111 Armitage Avenue, Chicago 14, is distributing a bibliography entitled *The Use of Motion Pictures in Education During the Past Twenty Years* (DeVry Service Bulletin No. 1). A second leaflet being distributed by this corporation is entitled *Suggestions for Organizing Student Operators' Club for the Projected Teaching Aids Department* (DeVry Service Bulletin No. 2). Both publications are free of charge.

The Society for Visual Education, Inc., 100 East Ohio Street, Chicago 11, have recently announced the following additions to their Kodachrome slide collection: (1) Five scenes of the Mexican volcano, El Paricutin, photographed by Florence Arquin, artist and photographer, and (2) thirty-five scenes of South America from the collection of Charles Perry Weimer.

The *Journal of the AER*, published by the Association for Education by Radio, is a periodical devoted to promoting and facilitating the use in education of radio broadcasts and recordings. The *Journal* is published monthly during the school year. It is sent free

to members of the Association. Membership dues are \$2 annually, payable to the Association for Education by Radio, 228 No. LaSalle Street, Room 701, Chicago 1.

Teachers in western United States should have a copy of the film catalog published by the Shadow Arts Studio, 1036 Chorro Street, San Luis Obispo, California. This organization has a fairly large selection of educational 16 mm. films for rent. They also publish a periodical newsletter entitled *Sound Talk* which is available to interested persons free of charge.

The Negro Soldier is a 45-minute film produced by the War Department and released through the Office of War Information. This outstanding film is a pictorial account of the contributions to American culture that have been made by the Negro since the War for Independence. Consult your local distributor for rental or purchase terms.

While the supply lasts, teachers may secure for fifty cents a booklet entitled *Audio-Visual Aids that Teach for Keeps* by Bruce Findlay. Mr. Findlay is Head Supervisor of audio-visual education in the Los Angeles schools. This is a stimulating pamphlet, written for the purpose of arousing interest in audio-visual education and promoting greater efficiency in the use of visual and auditory aids.

The Bureau of Naval Personnel, Training Aids Section, makes available to instructors in the Naval Training Program a pamphlet entitled *More Learning in Less Time*. This pamphlet gives the over-all philosophy of the selection and use of teaching aids, as well as numerous practical suggestions. Copies are available without cost from *Business Screen*, 157 East Erie Street, Chicago.

Write to the Coordinator of Inter-American Affairs, 444 Madison Avenue, New York 22, for a 20-page brochure entitled *The Other American Republics in Films*. This brochure lists a number of films on South and Central America.

Eight special adaptations on 16 mm. film of March of Time features are now available for school use. This group of films is known as the Forum Edition. Each film is from twelve to fifteen minutes in length. The films in the series are as follows: *New England, Portugal, Canada, Brazil, Texas, South Africa, India, and Airways of the Future*. The entire series may be rented for \$20 and individual titles for \$3. For information, write to Forum Edition, The March of Time, 369 Lexington Avenue, New York 17.

Another March of Time Film, *Youth in Crisis*, has attracted widespread favorable comment. This film is also available on 16 mm. film for the use of teachers. *Youth in Crisis* deals with the problem of juvenile delinquency and other war-related youth problems. It is recommended for secondary and college showing.

News and Comment

MORRIS WOLF

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ATTACK ON HISTORY TEACHING

The Saturday Evening Post rarely has articles on schools. Why were there two such articles in this popular journal in the space of six weeks? Readers will recall the reference here to K. H. Merrill's criticism of high school in the December 9 issue of *The Post* ("An Ex-Marine Looks at High School"). On January 20 Henry F. Pringle continued the attack in "Why Not Teach American History?"

Mr. Pringle, who taught for five years in the Graduate School of Journalism at Columbia University, apparently was inspired by the Nevins-Fraser survey in *The New York Times* about two years ago, with which history teachers are well acquainted. His article stressed it but included also some of the findings of the *Wesley Report* of a year ago which gave a truer picture. *The Post* editors announced that their purpose in printing the article was to help correct a weakness in our admittedly sound system of public education.

But teachers will quickly note that while Mr. Pringle is chary in accepting the findings of the *Wesley* committee he is surprisingly uncritical of those in *The Times*. Although the criticisms suggest that Mr. Pringle lacks experience in the secondary field, they cannot be disregarded. When *The New York Times* and *The Saturday Evening Post* feature criticisms of schools, it is important for school men and women.

Why such attacks now? Education, one conjectures, is about to enter an era of enhanced importance and will demand more public money than ever before. Is there a connection here? If such articles expose a real educational problem, others will come forward with solutions unless the teachers and their organizations provide them. There may be little time to lose.

CONFLICT IN EDUCATION

On page 207 of the January issue of *Fortune*, Alexander Meiklejohn makes "A Reply to John Dewey." In this department in October attention was drawn to Dewey's article in *Fortune* last August on "Challenge to Liberal Thought." The observations of both of these leaders are important for all teachers, whether they are accepted or not, for they are representative of two schools of thought.

Last October mention also was made here of a critique of education by Boyd H. Bode which appeared in *School and Society* last June 24 ("The Problem of Liberal Education"). Dr. Bode's views

on education have much in common with Dewey's. In *School and Society* on September 16 John Pilley attacked Bode in "Professor Bode and Liberal Education." This attack seemed so unfair to M. C. Otto, well-known philosopher at the University of Wisconsin, that in the December 20 number he came to Bode's defense in a delightful essay, "Batting for Bode." Otto points out a divergence in views similar to that expressed by Dewey and Meiklejohn. Dewey described the divergence and Bode sought to weave it into a new unity. Unless it is clearly comprehended by teachers they will not understand current educational trends.

In *The Clearing House* for December, in an article on "General Education in the Core Course," W. Melvin Strong quotes the views of many prominent educators, particularly as they bear upon secondary education. Our schools, they tell us, kill creative spirits, dull imaginations, stupidly fail to meet their obligations to reduce crime and graft and war and unemployment, do not truly reflect life, and so on.

Like Orosius, Dr. Strong gathers together all the horrors. It is good for us teachers that he does so, for we should often don the hair-shirt of critical self-examination. However, let's be reasonable. Do the American people, product of our schools, cope less ably with the problems of the nation than other people? Are we as a people worse than others? Or do the criticisms reflect a more sensitive social conscience? With all its faults, is not American education as good as or better than any other system of public education in the world? Should the nation look to its schools to correct national shortcomings, absolving other institutions from the responsibility?

Dr. Strong quotes the views of many distinguished leaders on general education and then embodies the best in his own.

The content of general education, then, should be concerned with such end products as courageous and intelligent voters, keeping well, enjoying leisure, living in a home, enjoying Nature, improving reading tastes, appreciating and creating in various art media, and thinking out a satisfactory philosophy of life.

Except for the word voter which springs from our peculiar political set up, this definition is acceptable to nazis, communists, and Japanese, as well as to democrats. Interpretations would differ, of course. Should not the definition, for a democracy, include such distinguishing marks as supremacy of the in-

dividual, his right to think and express himself freely and critically in all areas of life, the democratic nature of the organic relationship of the individual and society, with its own corollary of rights and duties?

Certainly educational salvation does not lie in general education—nor does Dr. Strong say it does—as it did not lie in projects, the unit method, the activity program, problems, or Herbart's five steps. The many educational proposals and criticisms reflect an eagerness to guide education aright in a period of transition. Dewey, Meiklejohn, Bode, and others are trying to act as pilots for a cranky craft.

AIR-BORNE FRIGHTFULNESS

The imagined horrors of an air war a generation hence already disturb us. In London, the V-2 bomb, faster than sound, has provided the foretaste. Although only a few months old, rocket bombing has conjured up visions of masses of projectiles with tremendous war-heads, flying at thousands of miles per hour and exploding without warning in the midst of densely peopled areas. What price security when such advantage favors secret aggression?

This nightmare prompted the moving editorial on "V-2 at the Peace Table," on page 109 of the January number of *Fortune*. It was occasioned by Charles J. V. Murphy's article on "The War of the Bombers." Mr. Murphy is *Fortune's* expert on air power and air transport. His exposition is based on a first-hand study of the air war at American Air Forces headquarters in France.

The Americans have ceaselessly urged precision bombing of specific targets. They proved it could be done by bombing selected bridges, rail heads, buildings, oil tanks, and the like. Such blows hurt the enemy war-machine far more than did bombing an extended area such as Cologne or Berlin—better "Aiming Points: the Gas Generators" than "Target for Tonight: Hamburg." The photographs accompanying Mr. Murphy's article visualize the frightful destructiveness of pin-point bombing. The bombs dropped on ball-bearing plants and oil refineries particularly handicapped German air-plane production and magnified the difficulties of all German transport.

His article is a herald, dreadful enough, of a much worse specter whose shadow is cast before. Will it make sufficiently firm the resolves of men at the peace table that war shall not unloose that specter upon any future generation?

THE PUBLIC MUST WILL PEACE

Men alive to the horrors of the next war are striving to raise the tide of public opinion to the flood level of peace. Foremost among them is Sumner

Welles, whose years in the State Department have sensitized him beyond most men to the prospects ahead. Once more, as in 1920, our people are at the crossroads. Will they again decide wrongly, or do they now know that geographical isolation is no longer possible? Mr. Welles declares that the nation is not safe unless it "plays its full part in some form of international organization which will keep peace in the world and which through international co-operation can make possible the gradual development of world stability."

The Time for Decision stressed this theme. Now, in his latest book, *An Intelligent American's Guide to the Peace*, Mr. Welles introduces Americans to virtually all the nations on the globe and sketches the problems which those nations, like our own, face. A preview of the book is given by Mr. Welles in an article in *The Saturday Review of Literature* for December 23 on "Can America Develop a World Conscience?"

At the moment, he says, two great objectives must be sought. First, the government must see to it that the people are fully informed about negotiations for peace settlements and about all discussions and moves "leading to the creation of an organized international society." Second, citizens themselves must study the problems faced in order to understand what their government lays before them; else they may not make a wisely reasoned choice when the actual time for decision arrives. At that time they will be beset by propagandists, by clashing interests, by all sorts of bogeys; and safety will lie in full knowledge and understanding. The people cannot leave the decisions to others. If the people have a passion for peace, peace will be theirs.

Can we not fashion a world in which the peoples of the earth will keep the peace by force whenever law-breakers menace it, and confine man's innate determination to forge ahead beyond his companions to those fields of endeavor where benefits rather than destruction will result therefrom? Surely if the kind of new world which is envisaged is one in which men and women will gradually obtain freedom from fear and want as well as individual liberty, the rivalry between nations might well become a rivalry restricted to the social and economic realms.

An article bearing on a phase of this matter is Philip C. Jessup's analysis of "The Court As an Organ of the United Nations," in *Foreign Affairs* for January. Dr. Jessup is an expert on international law and Assistant Director of the Naval School of Military Government at Columbia University. The Court is one of the principal organs of the world organization contemplated at Dumbarton Oaks, the

others being the general assembly, the security council, and the secretariat. Dr. Jessup describes the background of a world court, problems of selecting judges, and the thorny question of jurisdiction. The practical difficulties which he exposes reveal to the citizen the great gap between the objective of Welles and its embodiment in workable and acceptable international mechanisms.

UNDERSTANDING JAPAN

Backed by a score of years spent in the Orient, Owen Lattimore is an acknowledged authority on Far Eastern affairs and as such has held positions in our government. His new book, *Solution in Asia*, so impressed the editor of *The Atlantic Monthly* that he printed as articles Mr. Lattimore's chapters on Japan and China. In the January issue appeared the first, "The Sacred Cow of Japan."

Mr. Lattimore believes neither that the Japanese are incomprehensible nor that they can not comprehend us. Of course an adult Japanese, steeped from birth in the folkways of Japan, is not likely to understand our viewpoints and ways. But that is always true of fully grown members of any culture when faced by an alien one. At home here, native Japanese-Americans have shown themselves in this war to be innately American.

Japan, like any country, is what she is because of her history. Mr. Lattimore reviews it to show the genesis of the Japanese mentality and way of life. In the mid-twentieth century their outlook is still feudal and medieval, although the Japanese have adopted modern technology. Just as great revolutions were necessary to modernize England and France, even requiring the death of a monarch in each country, so Japan can be modernized by nothing less than a thorough-going revolution. The so-called liberals in Japan are not essentially different from the feudal-military groups; for both accept war in principle, differing only on the question of when to use it.

Mr. Lattimore explained how the Japanese have cleverly geared the old feudal agricultural system into the new industrial organization, incorporating king and nobility into both systems without disturbing the old allegiances. The common folk are taught to see the existing institutions as natural and inevitable. So old and all-pervasive is this indoctrination that even intelligent, educated Japanese do not know that their minds have been shaped to a special pattern. An interesting observation of Mr. Lattimore's is his comparison of Japanese and German fascism:

We have also yet to recognize the fascist character of Japanese society, and to draw the proper conclusions. This problem has been muddled for us by people who talk of Japanese imitations of German methods and policies as

if they merely conferred on Japan an appearance of fascism, or constituted an imitative, secondary fascism. The truth is that Japanese fascism is more deeply rooted than that of Germany. Nothing could be more quintessentially fascist than the Japanese phenomenon of a whole society of twentieth century hands guided by medieval brains. So medieval was the texture of society in Japan when "modernization" began that the monstrosity of fascism could be created by keeping the minds of men and women unchanged, while introducing new technical skills for their hands.

Germany had to do the opposite: to retain the twentieth-century technical skills while turning the minds of her people back toward medievalism. The whole insane, obscene nightmare of Hitler . . . can with rough accuracy be called a synthetic feudalism, as compared with Japan's continuation of authentic feudalism into the twentieth century. . . .

EDUCATING CHINESE MASSES

For a quarter of a century a movement has been under way in China to make her masses literate. Such an accomplishment would be revolutionary, with far-reaching effects throughout Asia. Pearl Buck tells what has been going on, in a moving interview described in a 24-page special section of *Asia and the Americas* for January. James Yen, educated in China and at Yale, has been the prime mover in the "Mass Education Movement." Miss Buck talked with him and writes his story beginning in the days of World War I when Mr. Yen got his inspiration while serving in France.

His interest in establishing schools for common folk in China carried him far beyond the school to such related activities as improving local government, health, living standards, housing, and agricultural methods. His work has been an example to underprivileged regions in the New World as well as the Old. Miss Buck observed, in her foreword, that "Three fourths of the peoples of the world today are oppressed by bad government, are ignorant, are ill-fed and at the mercy of disease."

An unhappy side-light on Chinese education came to the notice of *The Nation* which secured from an unnamed scholar in China an account of the efforts of the present government to make education reactionary, suggesting in part at least the thoroughly controlled system described by Mr. Lattimore in Japan. In the January 20 issue the Chinese scholar, in "China Sets the Clock Back," tells how the schools are being designed on the principles of "Respect Confucianism," thought control, and Gestapo-ruled schools." There is opposition, and many schools are

not controlled by the Ministry of Education; but there is nevertheless a real danger that China may be prevented from setting up a democratic system of education.

COMPULSORY MILITARY TRAINING

Comment on this question has not been made since our January issue, although there has been no let-up in the stream of articles on the subject. But attention should be drawn to the useful treatment of the matter in the January number of *Congressional Digest*. Cabinet officials, Congressmen, the American Legion, leaders of the U. S. Chamber of Commerce, and the President have come out in favor of compulsory military training. Churchmen, educators, members of peace societies, and others have warned against it.

To aid high school students in thinking through this problem the *Digest* gives the background since English and colonial days, describes our traditional volunteer system and the system of forty other nations, presents General Marshall's own sketch of a military policy for this country, and summarizes recent legislative proposals. In the larger portion of the magazine two dozen prominent persons in public office, military service, church, newspaper work, and labor circles debate the pros and cons of the question, "Should the United States Adopt Compulsory Military Training?"

MONOPOLIES

On December 23, in his second article in *The Nation*, Stuart Chase examined the question, "Are Monopolies Inevitable?" Following Karl Polanyi's lead (*The Great Transformation*) Mr. Chase suggested that monopolies are inevitable because they supply a shield "against the stony rigors of the automatic market."

In the old days, when consumers met most of their needs by the production of their own lands, markets were secondary and people were more important than money. But now consumers are separate from producers and all depend upon the "free market." Men produce now, only if it pays and as long as it pays. Labor also is at the mercy of the market. The market spawns an unholy brood of depressions, scarcities, and starvation wages. Always there looms the threat of ruin at the hands of competitors.

Businessmen sought protection "against the ravages of a cold mathematical market." Monopoly supplied it by its control of the market. Labor sought similar monopoly through unions. If monopolies are a social defense-mechanism can they be blindly abolished?

The implications of this mechanism are evident: vested interests, price control, timidity of venture capital, restriction of output, and all the rest. Busi-

ness, fearful of the market, shrinks from the responsibility of guaranteeing employment and forces government to assume it. Nor do businessmen agree about practical economic problems. At the same time all are quite vulnerable in our inter-dependent high-energy society; a depression ruins the big businessman as well as the wage earner. And the managers of modern business, grown apart from the corporate owners, often have borne little responsibility toward those owners or the public but rather have sought to further their own private interests. Can a class survive which shirks responsibilities commensurate with its privileges?

PROSPERITY

Seymour E. Harris and Alvin H. Hansen, economists both, discussed "The Price of Prosperity" in a series of five articles in *The New Republic*. The subject, it seemed to them, was linked to problems of export trade, full employment at home, and the Bretton Woods proposals. In the first article, in the issue of January 15, Dr. Harris sought ways for assuring adequate "Spending and Employment After the War."

Full employment depends upon a sufficient demand. The war now supplies it, but can peace do so? In 1940 civilian employment was 47.6 millions; soon after the war 56 millions will want jobs, with an additional two millions serving in the armed forces and another two millions unemployed. To provide these jobs requires an annual income of \$140-\$150 billions at 1943 prices, not including another \$50 billions for such items as depreciation and corporation taxes.

Dr. Harris canvassed the possibilities of assuring such an annual income but doubted that consumer demand will call out the necessary production. One difficulty is that our consumer habits are not geared to such levels of expenditures. The government may have to provide a program of employment and that probability led Dr. Harris to discuss how a great and growing national debt could be borne.

Foreign trade may help the employment problem and that is the subject of the second article, "Employment and Export Trade," in the issue of January 22. Directly and indirectly this trade could account for one-ninth of the national income and perhaps seven million jobs. Are we prepared to build up our foreign trade?

THE DECLINING BIRTH RATE

Dean Landis' discussion of population trends, alluded to here last month, was concluded in the January number of *Current History*. There he suggested some answers to the question, "Can We Encourage Population Growth?" In his first article he pointed out some of the reasons why the white popu-

lation of the globe, after multiplying almost fourfold in the century and a half from 1780 to 1930—increasing from 175 millions to 675 millions—is now tending to become stationary.

The declining death rate has helped boost population growth. But, with births diminishing, the death rate is bound to climb as the population ages. In 1940, seven per cent or nine million people in this country were over 65 years of age; in 1980, according to present trends, they will number fourteen per cent or twenty-two millions. To keep the death rate down to present levels—11 per thousand—everyone would have to live to be 91 years of age.

If population is to increase it must be done by increasing the birth rate since we will not lower the bars to immigrants. Attempts by governments have never successfully raised birth rates. Personal interests, motives, and attitudes seem to outweigh the ideals urged by the government. Dr. Landis discussed various economic incentives but they also appear to be not too encouraging. His presentation only serves to accentuate the difficulties of the problem.

STUDENT GOVERNMENT

Earl C. Kelly of Wayne University gave a summary, in the December number of *The Clearing House*, of "How Student Government Functions in 448 Schools." Under the auspices of the National Self Government Committee he sought to find out how student-council officers are selected, how often the councils meet, what their powers are, and the extent to which their decisions are subject to veto.

Replies came from schools in all parts of the country, four-fifths of them from high schools, principally senior high schools. The most favored units for selecting student-council officers were the homeroom and the class. More than two-thirds of the schools held council meetings weekly or bi-weekly. Their decisions were never subject to veto in 189 schools and rarely or occasionally in 164 schools; only 60 schools reported frequent vetoes. The list of 36 powers and duties of student councils is impressive.

In conjunction with this survey it is worth while to read a New York committee report on "Essentials for Student Participation in School Government." It was prepared by the Executive Committee of The Faculty Advisers Association for consideration by the Association of High School Principals and the Association of Vocational High School Principals. The report, in *High Points* for December, states eleven principles that should be used in constructing any scheme of school government.

A WORLD OF DWELLINGS

A beautifully illustrated description of dwellings

and their uses was in *Natural History* for December and January. Harry L. Shapiro of the American Museum of Natural History, the author, drew on the Museum's fine collection of authentic models from all over the world. His pictures are outstanding in a periodical noted for its remarkable illustrations. "Be It Ever So Humble" and "There's No Place Like Home" show the uses of materials, styles, and types of construction for homes, storage, protection, and other forms of shelter all over the globe. The constructions of civilized peoples are not included.

THE COMICS AND EDUCATION

"The Comics As an Educational Medium" was the subject of *The Journal of Educational Sociology* for December. Although the first modern comics book appeared only as recently as 1911, in a generation we have become a nation of comics readers, for the majority of adults and virtually all children read them. The comics strips are one of the most important selling features of newspapers and comics books are sold up to a score of million copies per month.

The comics are a social phenomenon and a social force. What is their nature? What do they offer? Wherein lies their appeal? Are they a force for good or evil? These are some of the questions answered by the articles in this issue of *The Journal*. Probably the first comprehensive bibliography ever compiled on the comics is given at the end of the presentation.

FOR THE TEACHER

Bob Stailey's forty-six cartoons on "Let's look at Education and the People's Peace," in the January number of *The Journal* of the National Education Association are excellent for display on the classroom bulletin board. They show how "a world educated half for war and half for peace could be neither free nor peaceful" and they picture three steps in a program of education to assure peace: (1) "Develop an informed and aroused public opinion." (2) "Create a united nations organization for educational and cultural reconstruction." (3) "Establish a permanent international agency for education." Copies of the cartoons can be purchased at ten cents per booklet from the Educational Policies Commission (1201 Sixteenth Street Northwest, Washington 6, D.C.).

The fourth article on "Foreign Policy of the Presidents," in *Current History* for January, covers the period from Grover Cleveland to 1900. Teachers will want to note that in this number *Current History* began a series of brief biographies of senators who played prominent parts in shaping the nation's foreign policies. The first biography is that of Henry Cabot Lodge ("Scholar in Politics").

In this same number is the first of two timely articles, unsigned, on "The Presidency in Crisis." After briefly discussing how executive power waxes in crises and pointing out the checks upon that power, the first article describes the President's powers in international relations. The second article, in February, dealt with the emergency power of the President over domestic affairs.

The January number of *Fortune* devoted its section on "America and the Future" to Russia. John Hersey, famous for his *A Bell for Adano*, gives his interpretation of what Russians are striving for, in "Dialogue on Gorki Street." Hersey has talked with many people in Moscow and here reports their aspirations. Two other articles discuss Russian business and economics. In conclusion, the trio of artists known as Kukryniksy and famous for remarkable cartoons and posters, are introduced to the American public in a set of full-page cartoons ("A Portfolio of Cartoons").

A factual summary of "British Government Social-Insurance Proposals" will be found in the December issue of the *Monthly Labor Review*, organ of the Bureau of Labor Statistics of the U. S. Department of Labor. The summary is made from official British documents. It is useful for those de-

siring to know the facts and arrangements of the "General Social-Insurance System" and of "Insurance Against Industrial Injuries."

The problem of housing, referred to here last January, has since been discussed in several journals. In *Survey Graphic* for January, Philip M. Klutznick, Commissioner of the Federal Public Housing Authority, describes how "Public Housing Charts Its Course." He relates the experiences gained since the Housing Act of 1937 and makes suggestions for dealing with the postwar housing problem. Robert Moses, well-known public official in New York and a leader in the field of public works, wrote challengingly on "Slums and City Planning" in *The Atlantic Monthly* for January.

Puritanism was not peculiar to colonial America. Savonarola and Cato suggest other times. Ralph Barton Perry has been studying puritanism and democracy and has recently published a book on the subject. It is a contribution to American history and a penetrating assay of a vein that runs deep in human nature. Professor Perry wrote a charming essay for *The Saturday Review of Literature* for December 30 in which he evaluates puritanism: "The Moral Athlete: The Puritan Went Into Training to Keep in Moral Trim."

Book Reviews and Book Notes

Edited by RICHARD H. McFEELY

The George School, George School, Pennsylvania

David L. Cohn, *Combustion on Wheels*. Boston: Houghton Mifflin Company, 1944. Pp. 267. \$2.75.

Mr. Cohn has previously written several volumes of popular social history. He now adds to his list a social history of the automobile in America. It is neither scholarly, well proportioned nor complete; and by no means is it a definitive history of the automobile era which ended temporarily early in 1942 when the manufacturers turned to production for war. Yet it has a certain nostalgic charm, and it is written in an easy style which will prove interesting to many high school age students. Many of that age who are not interested in the conventional history texts or readings will enjoy this book. Because of such potential use it deserves a place in the well stocked school library.

Starting with the "society days" of the last decade of the nineteenth century, Mr. Cohn moves on to the beginning of popular cars, the original opposition to which was overcome by the appearance of the

"cheap" cars, and the origins of the two giants of the opening epoch: Ford and Durant. A disproportionate amount of the book is devoted to the early period, perhaps because this is the most colorful—the more glamorous because of its strangeness. However, there are studies of such phases of the era as installment buying, the automobile and crime, insurance, and the effect of the automobile in breaking down sectional barriers through greater travel.

RALPH ADAMS BROWN

United States Coast Guard
Groton, Connecticut

Thomas Cresap: *Maryland Frontiersman*. By Kenneth P. Bailey. Boston: Christopher Publishing House, 1944. Pp. vii, 322. \$4.00.

This is the story of one of the big "little men" of our history, or as the author puts it, one of the supporting cast without whom the leading actors are seldom brilliant. Cresap settled on the frontier in the 1720's, and for more than half a century there-

after followed a career tied in closely with the important developments of our westward movement. As a backwoods soldier he achieved notoriety and fame; as a real estate speculator in a new country he piled up wealth enough to end his life, at an age of nearly 100, as one of Maryland's leading citizens.

The author presents Cresap's life as a series of episodes, rather than as one continuous story. Each episode though makes a good story in itself and contains good discussions of the relation of Cresap's activities to the major events of the time. Rather extensive treatment is made of Cresap's part in early border wars between Pennsylvania and Maryland. This section of the book should be helpful in underlining for the student the lack of unity among the various colonies. Cresap's role in the French and Indian Wars and his participation in the activities of the Ohio Company are also clearly presented.

Good biographies are always welcomed by high school history teachers for use as supplementary reading material. For the better student this book offers interesting, authentic background material on our frontier history. Teachers who like to direct the attention of their superior students to the importance of historical sources will find much to draw from in the excellent documentary materials included in the appendix.

EDWARD A. KRUG

Montana State University
Missoula, Montana

Labor in America. By Harold U. Faulkner and Mark Starr. New York: Harper and Brothers, 1944. Pp. xiii, 305.

The choice of authors for *Labor in America* was most fortunate. The combination of historian and ILGWU educational director has resulted in a classic little text. The one has contributed some beautiful historical sketches while the other cogently has described the organization and function of labor organizations. Chapter IV, entitled "Changing America," would do credit to any superior text on social problems, so clearly does it trace the historical origins of modern society. Perhaps such chapters truly are the result of joint effort and cooperation on the part of the authors.

An understanding of labor history and organization is basic to decent labor-management relations. Columnists, commentators, and propagandists for anti-labor groups are preparing trouble for this country if they persist in building prejudices more suitable to the Haymarket Riot era than to the age of the Wagner Labor Act. The industrial production of America has reached phenomenal dimensions, because of the cooperation of all, labor union members included. Collective bargaining is now an essential

part of the law of the land. To utilize the economic structure for full employment during peace, as well as during war, will call for complete cooperation between labor, management, and the consumer.

Any work containing impartial history and objective analysis of labor organization is welcomed by social studies teachers. This text is doubly welcomed. It appears at a time when we are agreed that attitudes leading towards healthy labor-management relations are imperative. It will be unfortunate indeed if we can find no better use for this and other texts of its type than as reference works in our various classes as now organized. It should be used to the full as a good class text.

The work is printed as a compact little volume. Both historical and contemporary illustrations are well selected and printed clearly with adequate explanations. The eight-page bibliography is adequate and well selected and a sample trade agreement is found in the appendix. The pupil activities are good as far as they go. Only five or six are found for each chapter, though, and too often they call for information not readily available to high school pupils.

RAY LUSSENHOP

Austin High School
Chicago, Illinois

Pitchfork Ben Tillman: South Carolinian. By Francis Butler Simkins. Baton Rouge: Louisiana State University Press, 1944. Pp. xiv, 577. \$4.50.

Pitchfork Ben Tillman was a product of the era of hatred and national disorganization which followed the Civil War. The decline of creative leadership in political affairs was marked by the rise to power of such men as Blaine and Conkling in the North. These preferred "waving the bloody shirt" to facing constructively the basic problems of the time. Only a little later there appeared on the southern political stage men like Ben Tillman and Tom Watson, who, while leading movements for the emancipation of the common people from the control of the Bourbon aristocracy, left as a heritage to future generations poll tax laws and race hatreds. They were in part responsible for the social and economic maladjustments best described in *Tobacco Road* and *Strange Fruit*.

As governor, Tillman was responsible for the establishment of the dispensary system of liquor control. This system, although abandoned by South Carolina, has been adopted by such states as Virginia and Pennsylvania. He created Clemson and Winthrop Colleges for the education of the white youth of his state. On the other hand, he was the sponsor of legislation for the complete disfranchisement of negroes in South Carolina. He was a spectacular even though not a constructive leader of the Democratic

party minority in the Senate of the United States during the first decade of the twentieth century. He can be credited with playing a part in the railroad legislation of that period.

Senator Tillman had many devoted friends and a host of bitter enemies. A man so involved in the controversies of his state could not avoid making enemies. Furthermore, Tillman was not a man to avoid controversy. He will certainly stand as one of the important leaders of the agrarian uprising during the late nineteenth century. He must also rate as one of the outstanding personalities produced by South Carolina since the Civil War. At the same time it must be noted that he left no record of great constructive legislative achievement.

This study is based on extensive research and is written by one who knows the South and its problems. The author is entirely objective. His evaluations of Tillman are critical and just. This is a significant book which will help teachers to understand both a man and an important period in American history.

WALTER H. MOHR

The George School

George School, Pennsylvania

Women and Men. By Amram Scheinfeld. New York: Harcourt, Brace and Company, 1944. Pp. xv, 402. \$3.50.

Mr. Scheinfeld's book is both interesting and readable, and constitutes a rather impressive examination of sex differences at all age levels save that of senility. Following the development of the two sexes from conception through maturity, the author has drawn on a large volume of materials to produce a study which is at once inclusive and well-documented. Biological, physiological, psychological, and sociological differences have all received due attention.

Women and Men deals with many topics which arouse frequent, heated discussion: which sex is really the weaker; sex life, both normal and abnormal; how the sex of a child is determined; sex differences in criminality; man's dress and woman's dress; sexual differences in achievement and ability; dominance versus equality; the present-day shortage of marriageable males. Also considered at some length are such topics as rate of development, puberty, susceptibility to disease, trait division, and taboos.

In view of the scope and copious documentation of *Women and Men*, it is difficult, at the first, to explain the dissatisfaction this book leaves behind it. But careful analysis shows that it suffers the shortcomings most "popular" studies engender. There is a failure to distinguish plausible theory from proved fact in all four areas of consideration; and all too frequently, controversial opinions are presented as established,

scientific conclusions. In addition, whether through too limited an acquaintance with technical fields or in an effort to establish his views, the author seems prone to omit or confuse vital factors which often lead to quite different conclusions from those he presents. The same criticism must be made of his use of statistics; indeed, there seems ample justification for the publishers' note, on the jacket, that *Women and Men . . .* will provoke violent disagreement in some quarters."

It is just these weaknesses which make "popular treatment of science" so difficult, even at the hands of an expert, so likely to further misconceptions more dangerous than the "myths and muddles" such treatments intend to explode. Whatever value these "popularizings" may have must lie in their motivating to further, more careful investigation of some field of interest, not in their presentation of authoritative, black and white "answers."

JOHN L. MCINTIRE

George School

George School, Pennsylvania

Industry-Government Cooperation: A Study of the Participation of Advisory Committees in Public Administration. By Carl Henry Monsees. Washington, D.C.: The American Council on Public Affairs, Public Affairs Press, 1944. Pp. 78. \$1.00.

This brochure is a factual and well-documented pamphlet of a relationship between government and business which had its inception in the mind and work of Bernard Baruch and his associates in World War I. The author wastes few words in the presentation of this material and leaves us many valuable cues as to the progress of democratic understanding which is growing between industry and government in World War II. The author sees hope that the arbitrary and dictatorial methods of the past have given way to a new approach to information and practical advice on mutual business problems. However, this association is in need of careful study and analysis if it is to continue in our post-war planning. To date its success has been mainly that of practical necessity and our common objective.

Without an attempt to evaluate the overall policy of government, Mr. Monsees has presented the background and development of the advisory-committee technique. The policies and procedures of this committee work and the outstanding feature of each governmental and business agency is described. WPB, OPA, WMC, WFA, PAW, ODT, War Department, Bureau of Budget, and other agencies are outlined. In general, these committees are expected to advise and suggest ways of meeting any problems related to the coordination of its industry upon the

request of the administrator or on proposal of the committee on its own motion. It is hoped that government and business in the use of these techniques will maintain a sincerity of purpose which will insure business, large or small, of information of what is going on between it and its government.

The material in this small book is timely in that the press has begun to take issue. This is an excellent presentation of source material for both the student of government and the teacher of government.

ELMER A. LISSFELT

Abington Township Schools
Abington, Pennsylvania

The Long Road. By the National Child Labor Committee. New York: National Child Labor Committee, 1944. Pp. 56.

The speed with which the war has sent child employment figures up and school enrollment figures down reverses a trend which prior to the war had been moving steadily in the other direction. Counseling services and education programs must be made available after the war to at least 3,000,000 boys and girls who left school for war jobs. "By the end of 1945 there will be approximately 3,000,000 young people ranging from 14 to 22 years, who left school for employment during the war years before reaching the age of 18 and before completing high school. . . . Many will have no more than elementary school education and the majority not more than two years of high school." An analysis of the educational post-war needs of youth from which these figures are quoted is to be found in the Fortieth Anniversary Report of the National Child Labor Committee. This report presents in a forthright manner some of the facts and figures of one of the great problems with which this nation will be faced at the end of the war. Teachers, administrators, parents and others who are directly concerned with the education of American youth will find much in this brochure to meditate upon as they attempt to visualize their responsibilities in the post-war period and lay plans for fulfilling such obligations.

R. H. McF.

Probing Our Prejudices. By Hortense Powdermaker and Helen Frances Storen. New York: Harper and Brothers, 1944. Pp. viii, 73. Paper, 65 cents.

One of the pillars supporting democracy is the willingness to use intelligence in meeting and working on the solution of all social problems. Intelligent action takes place only after reviewing all pertinent, ascertainable facts and then plotting a course of action. Democratic living is always threatened by prejudiced action of all kinds. It is, therefore, to the

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interests of a democratic society to uproot prejudice wherever it is found. It is to this end that this book has been written.

"This book is an attempt to help high school students become aware of their prejudices, to understand the nature, origin and effect of prejudices, and to suggest activities which can help reduce them. It is obviously only one of several methods of attacking prejudice."

Teachers, parents, ministers, and all others who are or should be interested in educating young people for democratic living will find this little book most helpful and stimulating. It is designed as a unit of study for high school students. The content is clearly written in non-technical language. Chapter I raises the question of "What Is Prejudice?" Chapter II points to the prevalence of "Prejudice in the World Today." "How We Get Our Prejudices" is described in Chapter III in a discussion that is very helpful in producing understanding or the origin and nature of our prejudices. Chapter IV, "What Prejudice Does to Us" tells of the effects of prejudice on the victim, to the possessor of the prejudice, and to society. The last chapter, "What We Can Do About It" gives practical steps and activities that can and should be taken toward the elimination of prejudices. If anything, this chapter might be criticized for its brevity.

No claim is made by the authors that this book is the cure-all panacea for wiping out prejudices. It does represent a sound contribution, however, toward this end. Teachers and others who accept their responsibilities for educating for democratic living will welcome this very useful little book.

R. H. McF.

The Quakers Take Stock. By Anna L. Curtis. New York: Island Workshop Press, 1944. P. 112.

"The American Friends Service Committee is like a river that is forever old and ever new. Its projects change, but its purpose remains the same. Sometimes the emphasis is in relief work overseas for suffering victims of war or persecution. At other times, grave problems in our own country, such as industrial unrest and racial antagonisms, claim our chief attention, but always the Service Committee is seeking to create the kind of world that should grow out of a Christian faith—a world in which men, women and children can live in peace, security and self-respect and in friendly accord with one another regardless of racial, religious or political differences."

This little book gives a comprehensive overview of the origin and development of the American Friends Service Committee. Part I deals with the American Friends Service Committee Today. Over thirty pages are devoted to the activities which are consuming the interest, activities and resources of the Committee during these hectic war years with their increasing amount of human suffering. Part II is given to a rather general account of the activities of the people who worked under the name of the Service Committee during the years between its founding in 1917 to the publication date. In addition, three articles by Friends who have been quite active in the work of the Service Committee are included: A Three-day War and its Aftermath by Emma Cadbury; An American Quaker Inside Germany, 1940-41 by Leonard S. Kenworthy; and We Starve our Friends by Howard E. Kirshner.

For those who are interested in this well-known organization this little volume gives a short, well-written account of his history and activities. For more detailed accounts of any specific activity, however, others sources must be sought.

R. H. McF.

The Future of Education. By Porter Sargent. Boston: Porter Sargent, 1944. Pp. 256.

In this compact little volume, the 256-page Introduction to the 1944 annual compendium, *Private Schools, 1944*, which is separately published as *The*

Future of Education, the reader will find a penetrating analysis of American education written by a man, long an astute observer of the current scene. Porter Sargent never pulls his punches and one who reads this small, wallop-packing book will find much on every page to challenge his thinking.

The book is divided into several sections: Emergency and Education; Wasting our Assets; The Army Moves In; Getting Results; Learning and Teaching; Dichotomy in Education; Threat and Promise of the Past; Suppressing Change; Oh Freedom; Preaching Discipline; Saving Our Heritage; Leaders and Innovators; Purpose in Education; The Long, Glorious Future. Each section is short, pithy, provocative.

One will not agree with all that is said by Porter Sargent, but to disagree one must have reasons which are factually correct set in a logical education philosophy. Adherence to old cliches and outmoded, out-of-date materials and experiences as the basis for one's thinking about *The Future of Education* is difficult if not impossible in the face of Porter Sargent's onslaught.

R. H. McF.

The Annals. Edited by Thorsten Sellin. Philadelphia: The American Academy of Political and Social Science, November 1944. Pp. vii, 233.

This issue of *The Annals* is of especial interest and importance to teachers, parents, and other people who work with adolescents. It is devoted to "Adolescents in Wartime" and takes up, in a series of short articles each written by a well qualified person, such topics or problems as: Social Significance of War Impact on Adolescents; Adolescents Away from Home; Sex Behavior of Adolescents in Wartime; Mental Hygiene Problems of the Adolescent Period, and the like.

These problems and many others of equal importance are discussed under the following section headings: "Background; Social and Family Setting"; "Wartime and Employment"; "Health and Hygiene"; and "Selected Problems."

Teachers and others who work with growing boys and girls, or who ponder on the changes taking place and the problems arising therefrom, the increase in juvenile delinquency, war marriages among adolescents, and other such problems will find much of stimulation and value in this issue although "final answers" to some of these questions or solutions to these problems cannot be given. There are many guideposts to be found, but no panaceas are offered.

This issue is well-indexed which enhances its value and usefulness to busy readers. It also contains many excellent book reviews.

R. H. McF.

PERTINENT PAMPHLETS

The British Commonwealth. By Frederick George Marcham. Ithaca, N.Y.: Cornell University Press, 1944. Pp. 98. 40 cents.

No. 5 of the Cornell University Series in World History.

CURRENT PUBLICATIONS RECEIVED

The Completion of Independence, 1790-1830. By John Allen Krout and Dixon Ryan Fox. New York: The Macmillan Company, 1944. Pp. xxiii, 487. \$4.00.

Volume V in the *History of American Life* series, written by two authorities.

The Economics of Peace. By Kenneth E. Boulding. New York: Prentice-Hall, Inc., 1945. Pp. ix, 278. \$2.75.

A well-known economist discusses some of the very important economic problems of the post-war period.

A Short History of England. By Edward P. Cheyney. Boston: Ginn and Company, 1945. Pp. xxii, 948. Illustrated. \$2.60.

A revised and enlarged edition of a widely used textbook written many years ago by an eminent historian and teacher. The addition of new materials which brings the account up to date increases the usefulness of this excellent text.

Russian Constitutionalism. By Harry Dorosh. New York: Exposition Press, 1944. Pp. 127. \$2.50.

Dr. Dorosh, in this significant work, gives the history of the birth and growth of constitutional ideas in Russia from the ninth to the twentieth centuries.

Adapting Instruction in the Social Studies to Individual Differences. Edited by Edward Krug and G. Lester Anderson. Washington, D.C.: National Council for the Social Studies, 1944. Pp. vi, 156. \$2.00.

The *Fifteenth Yearbook* of the National Council for the Social Studies in which a number of experienced teachers have set forth interesting, usable plans for meeting the problem of individual differences in the classroom.

Andrea Barbarigo: Merchant of Venice. By Frederic C. Lane. Baltimore: Johns Hopkins Press, 1944. Pp. xiv, 214. \$2.25.

A biography of a Venetian businessman. One of



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the Johns Hopkins University *Studies in Historical and Political Science*. Series LXII. No. 1.

The Science of Man in the World Crisis. Edited by Ralph Linton. New York: Columbia University Press, 1945. Pp. xiv, 532. \$4.00.

A number of well-known anthropologists and other qualified persons discuss the contributions of anthropology to the solution of the world crisis.

Geography of the Americas. By W. R. McConnell. Chicago: Rand McNally and Company, 1945. Pp. vi, 410.

Teachers of the fifth grade will find in this textbook an abundance of interesting information, a wealth of excellent pictures, maps, and other visual aids, some helpful questions and activities, a comprehensive index and a key to the pronunciation of names and places used in the text.

Geography Around the World. By W. R. McConnell. Chicago: Rand McNally and Company, 1945. Pp. vi, 244.

An excellent geography textbook for the fourth grade. It is well-illustrated with interesting pictures, excellent maps and other visual materials. Each chap-

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ter contains many helpful teaching aids and provocative questions. The index is good and includes help to the reader for pronouncing names and places.

The History of the New Deal. By Basil Rauch. New York: Creative Age Press, Inc., 1944. Pp. ix, 368. \$2.50.

This is the story of the New Deal from the first inauguration of President Roosevelt to 1938. The reference notes are copious, the index complete.

The American Jewish Year Book, 5705. Edited by Harry Schneiderman. Philadelphia: The Jewish Publication Society of America, 1944. Pp. xxx, 620. \$3.00.

The current issue of the *Year Book, 5705* (1944-1945) is the standard reference book of facts and figures of Jewish life throughout the world, with emphasis on the American-Jewish community.

Report of the Urban Planning Conference at Evergreen House. Edited by Bryn J. Hovde and Others. Baltimore: Johns Hopkins Press, 1944. Pp. xix, 245. \$2.75.

A report of the Urban Planning Conferences in which a variety of subjects essential for urban planning are discussed.

Report of the President, the Secretary and the Treasurer. New York: Carnegie Corporation of New York, 1944. Pp. 96.

The annual report of the Carnegie Corporation for the year 1944.

Better Colleges—Better Teachers. By Russell M. Cooper and others. New York: The Macmillan Company, 1944. Pp. viii, 167. \$1.25.

This report deals with the preparation of high school teachers in liberal arts colleges and was prepared for the North Central Association of Colleges and Secondary Schools. For those who are interested in experimental work taking place in various colleges, this report will provide interesting reading.

France: Crossroads of a Continent. By Helen Hill Miller. New York: Foreign Policy Association, 1944. Pp. 96. 25 cents.

No. 49 of the *Headline Series*.

Workbook to Accompany Our Air-Age World. By Leonard O. Packard. New York: The Macmillan Company, 1944. Pp. v, 136.

A workbook and objective tests to accompany a widely used textbook, *Our Air-Age World*.

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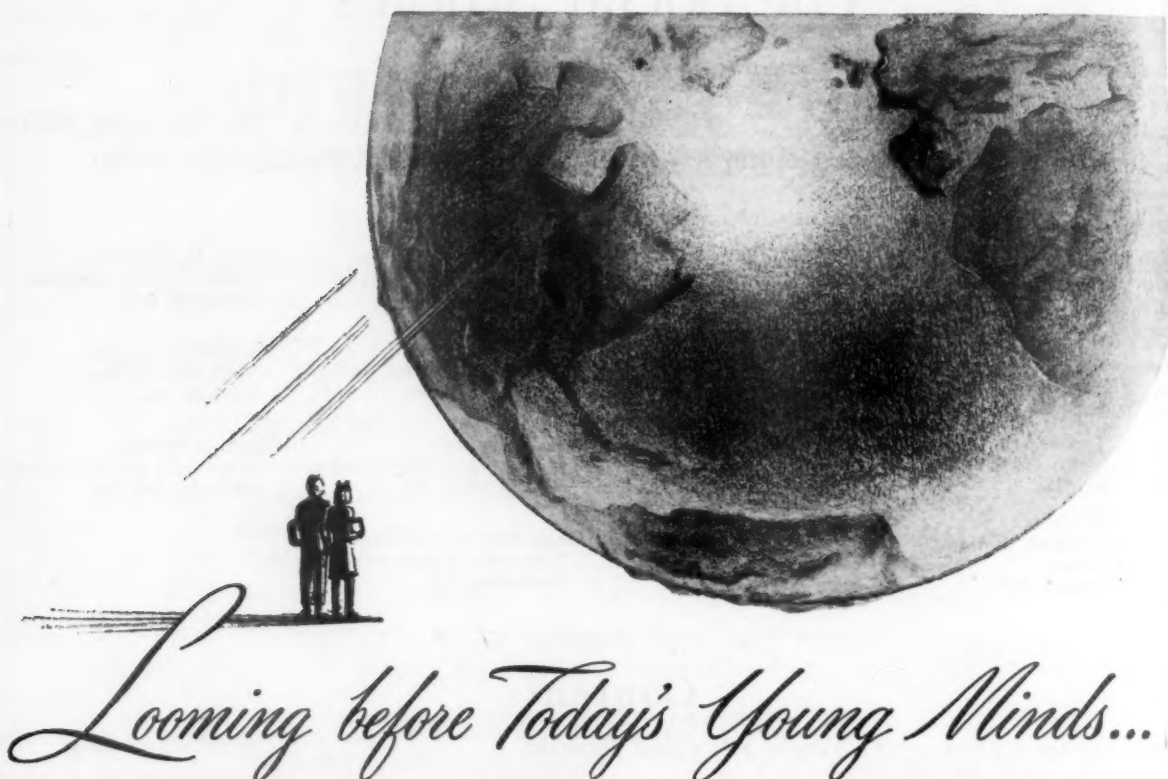
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